Saturday Review

MARCH 23, 1963 / 25¢

EDUCATION

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TEACHING ABOUT COMMUNISM

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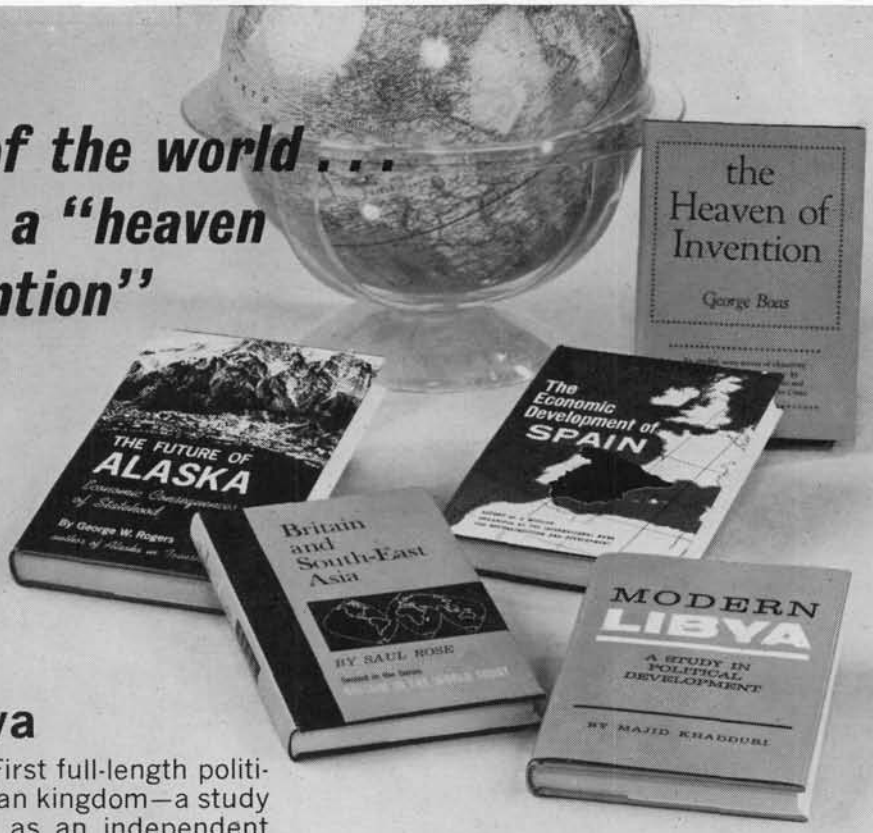

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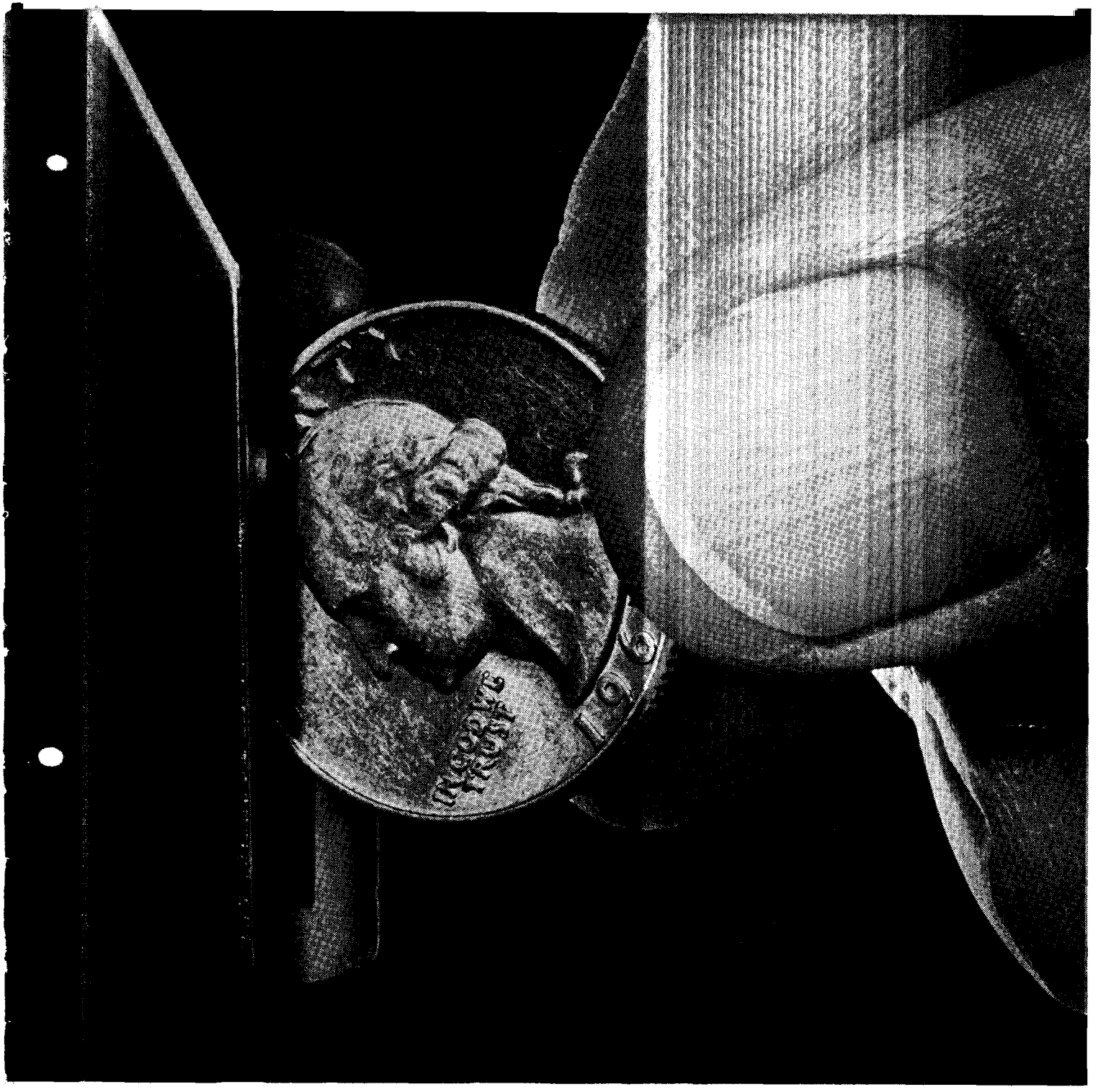

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There is a curious but interesting truism—mine—that for all the interest Americans seem to have in the theatre, by and large we do not make best sellers of books about it. Many such books are published because the people who write and publish them are hopelessly smitten with the subject.

Now and then, when a book gets through to a larger audience—William Gibson's *The Seesaw Log* or Moss Hart's *Act One* — the answer lies in the fact that it is not "about theatre;" the book is about something more. Gibson wrote with penetration and bite about the collision between the solitary, creative individual and a collaborative, team process. Mr. Hart wrote with great style and distinction about life. I have just read one of those rare books which deserves and may win a large audience. Ostensibly, it is about Jed Harris' experiences in re-doing "The Heiress," a play that had already flopped in Boston. But using this vehicle for case study, Harris writes not only about "The Heiress," but of the difficulties in dramatizing Henry James or any good novelist, Our Town, politics, theatre and race track economics, friendship, travel, actresses, critics, and—inescapably—Jed Harris.

Who would want to escape? I do not know Harris; that is, we have never met, but his small yet full book has put me in the company of a superb, candid, funny, shocking, and vastly talented raconteur. Despite his scurrilous remarks about book editors at the outset, *Watchman, What of the Night?* must be recommended as one of the most rewarding books "about the theatre" I have ever read.

L. L. Day

EDITOR-AT-LARGE

Watchman, What of the Night? ($3.75) by Jed Harris is published by Doubleday & Co., Inc., 575 Madison Avenue, New York 22, New York. Copies are available at your local bookseller, including any of the 32 Doubleday Book Shops, one of which is located at 655 Fifth Avenue, New York, New York.

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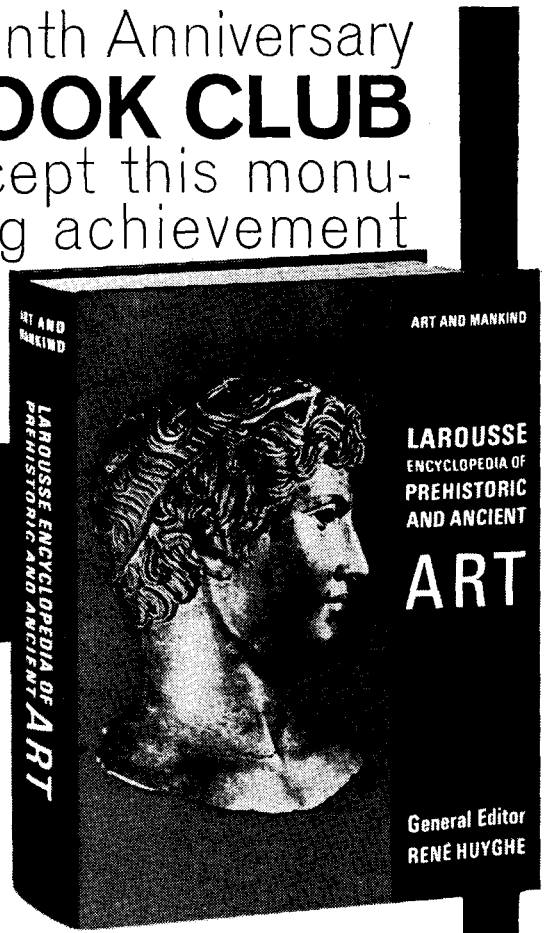

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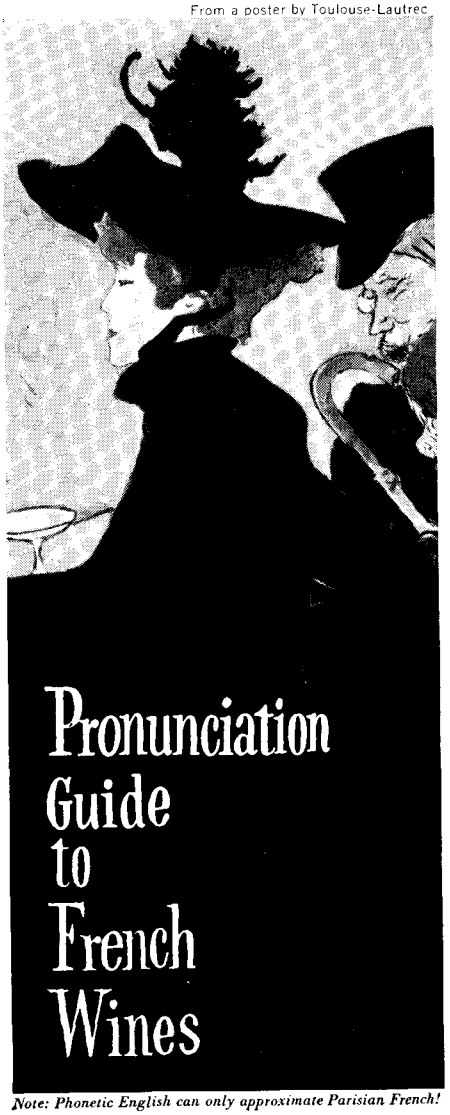

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Chablis *Shah blee*
Chateau Yquem *Chateau Ee-Kem*
Chateauneuf du Pape *Chateau Neff du Pap*
Chambertin *Sham bear tan*
Graves *Grahv*
Haut Sauternes *Oh So tairn*
Macon *Mah kon*
Montrachet *Maun Ray Shay*
Pommard *Poe mahr*
Pouilly Fuisse *Poo yee Fweesay*
Prince Blanc *Prance Blahn*
Prince D'Argent *Prance Dar John*
Prince Noir *Prance Nwahr*
Prince Rouge *Prance Rouge*
Sauternes *So tairn*
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HAIR PIECE

FIRST we, the children of the immigrants, shamed our Orthodox fathers into shaving off the beard. We thought a beard was not American. We no sooner got rid of all the beards than Madison Avenue discovered it was the perfect thing to sell fizz water, shirts, and mutual funds.

After we got rid of the beards, we started on the *sheitels.* The *sheitel* is the wig worn by the Orthodox Jewish woman after she is married. Her hair is shaved right to the scalp and from then on, when she ventures to the *shule* she wears a *sheitel.* In the first two decades of this century, every letters-

to-the-editor column of the Yiddish press was filled with distressing pleas: "Please advise our mothers to give up the *sheitel,*" and "It is about time your newspaper told the old-fashioned women that the *sheitel* isn't worn in America."

Oh, were we ashamed of the sheitel!!!

And now the *sheitel* is all the rage among the fancy ladies of America. Every lady has a wig today, from the President's wife through the movie stars, right down to the suburban shopper. Wigs cost from $49.50 right up to $300, the best of them made from human hair.

The beauticians of America may, as a matter of self-preservation, smash the *sheitel* habit. Then again, they may not. I went into a salon operated by a world-famous stylist and saw no ladies under the dryers. There was none of the usual chattering, the gossip about how much the new ballet master charges, or how rude the local school principal is. But in the back of the shop were eight beauticians busy as little bees, prettying up the wigs. Indeed, there were over twenty wigs on twenty blocks with stylists going from one to the other, primping here and cutting there. The lady does not waste her time under the dryer any more. She deposits her wig in the salon and goes about her supermarket perambulations and comes back in two hours and picks it up. Of course, she loses out on the gossip, and this deprivation may drive her back to the salon. The beauticians are getting terribly frustrated working with those blockheads. —HARRY GOLDEN.

Wig Wham...

• • •

ORDEAL BY FIREMAN

TOWARD the end of the first year of the Bolshevik Revolution, when executions of capitalists became a daily occurrence, a joke was told about an elderly exploiter of the masses who was led to his execution on Monday morning. Turning to his guard he sadly observed: "How do you like the way my week starts?"

Mother, when she first heard the joke, thought it was hilarious. Father was less enthusiastic. He had a fine sense of humor but he did not approve of that particular form of gallows humor. Like most Russians, Father was a firm believer in the wisdom of proverbs, and one of them considered it unseemly to discuss a rope in house of a victim of hanging. In time, however, Father succumbed. After all, how long can one remain deadly serious in face of daily executions?

"How do you like the way my week

starts?" became our own private family joke, our standard greeting to each other on Monday mornings. We could not go wrong; there was very little margin for error.

On an autumnal Monday morning there was a knock at our door. We had just had our breakfast, and I was about ready to go to school. "Who could that be?" said Mother. It was not a question, rather a ruse to postpone the necessity of opening the door. By that time Father, a member of the medical profession, was already nationalized, and private patients were rare.

I opened the door and came back followed by four visitors: Stepan Splav, his wife Fyokla, and their two children—Sashka, aged seven, and Verka, aged five. Splav was one of our town's five firemen. He sported a military "porcupine" haircut (called

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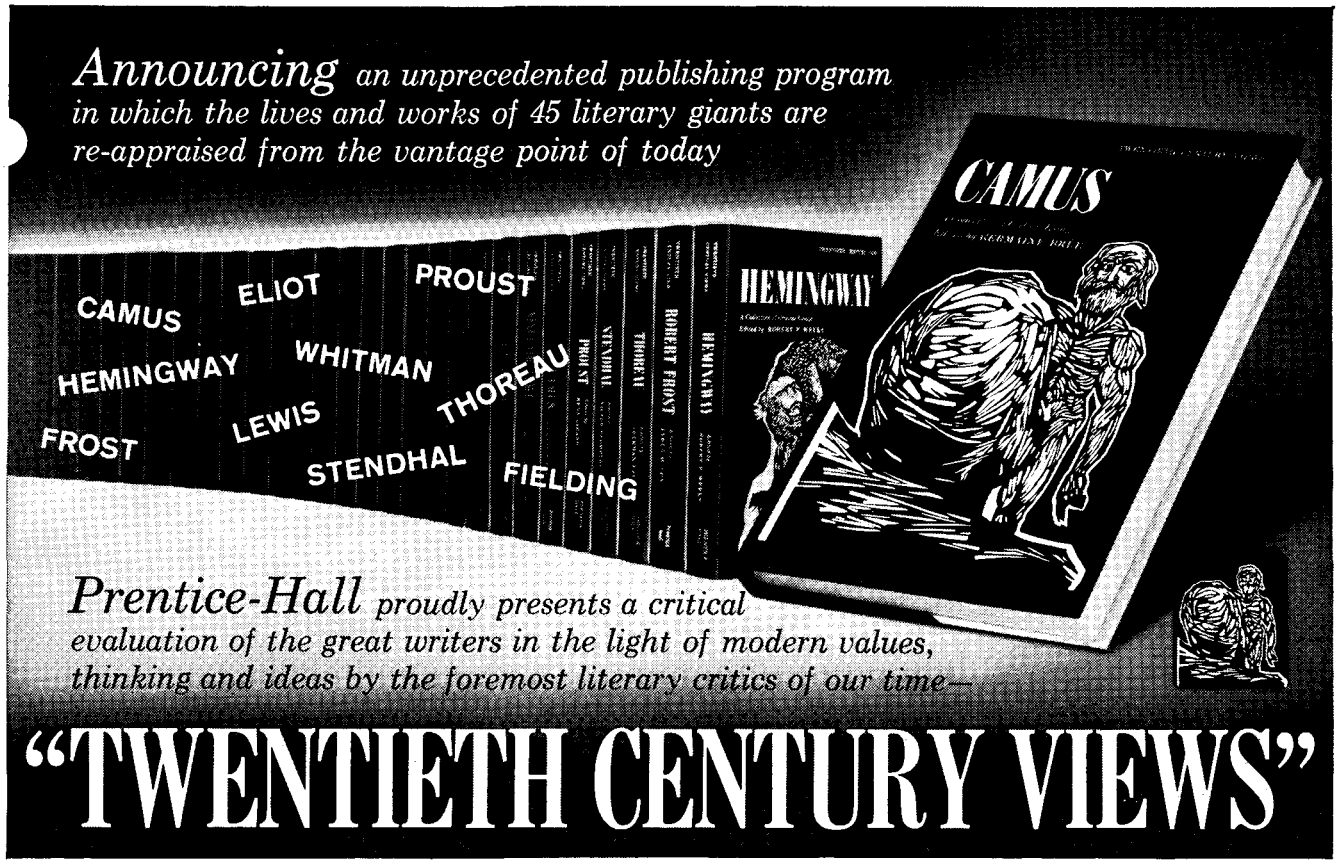

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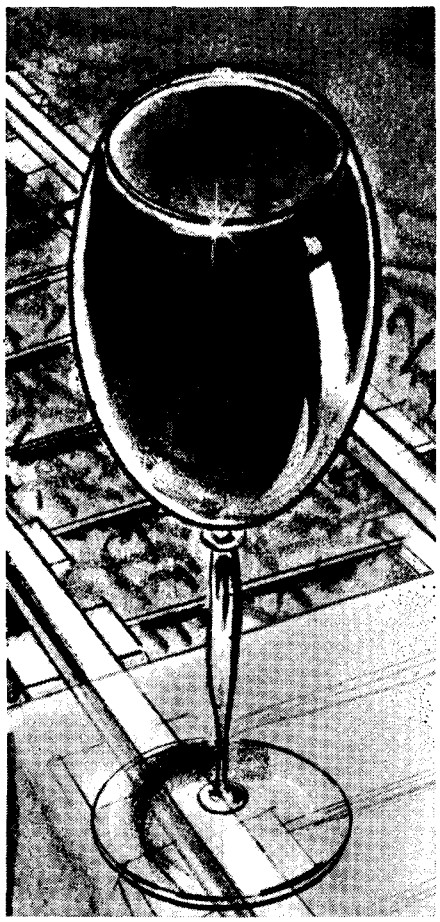

Mystery of the placid wine glass

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"crew-cut" in this country), a reddish walrus moustache, and a very red face —from excessive alcoholic health, people said.

"Which one of you is sick?" Fathe asked.

"We are not sick," said Stepan Splav.

"Excuse us, we're *not* sick," said his wife. "We're moving in."

"Moving in?"

"Orders from the Soviet," explained Fyokla. "Must be obeyed. Excuse us, gracious *gospodin doktor* and gracious *gospozha doktorsha.*"

"Shut up," the fireman told his wife. "You keep forgetting that we've thrown off the chains of serfdom."

"He goes to meetings," the fireman's wife explained.

It was the era of the so-called Great Migration of the Russian Peoples. Having made many promises to the populace, the government decided to keep at least one. It was still unable to divide the wealth of the capitalists among the toilers but it was willing and ready to move them into the luxurious palaces of the rich. Ours consisted of eight rooms of which two were Father's: a patients' waiting room and an office called a *kabinet.*

"Don't be disturbed, gracious *doktorsha,*" said Fyokla to Mother. "Two rooms will be sufficient for us. We mustn't disobey orders. But we don want to take any chances. We intend to leave most of our things in the old house."

"Don't call her 'gracious lady,'" the fireman admonished his wife. "You ought to be ashamed of yourself."

Of course, it had to be Splav or someone like him. Our city of Novgorod, not being industrial, suffered from a lack of proletarians. A dozen or so railwaymen, five firemen, and about fifty clerks were all the toilers the Soviets were able to muster. There were also, of course, the domestics, very many of them. Domestics, however, are usually more capitalistically minded than their masters. Our maid, Masha, a sturdy peasant girl, was already standing that morning in a breadline for us.

"You can take as many rooms as you wish," said Mother. "I am really fed up with the whole business."

"Don't talk like that, gracious lady," said Fyokla, "or my husband will report you." Then suddenly: "The children! Where are the children."

"In Father's *kabinet,*" I said.

Just then a scream came from the *kabinet.* We never did find out whether it was Father's or the collective scream of Sashka and Verka.

"How do you like the way our week starts?" said Mother to the Splavs.

—M. K. Argus.

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Where do you find the facts?

What's your interest? Art? Antiques? History? Music? To have expertise *on almost any subject* doesn't require years of study or an elephantine memory; it's simply a matter of knowing where to find the facts. This page brings you an assortment of finger-tip references.

Do antiques fascinate you? You may own the most complete single-volume reference ever published, compiled by L. G. G. Ramsey, editor of The Connoisseur. It is *The Complete Encyclopedia of Antiques* ($25.00). This huge work contains nearly 1,500 picture-filled pages of every antique, of every period and style. If pottery or porcelain is your "cup of tea", there's *The Concise Encyclopedia of English Pottery and Porcelain* ($20.00) by Wolf Mankowitz and Reginald Haggar, and Haggar's *The Concise Encyclopedia of Continental Pottery and Porcelain* ($20.00). Both are profusely-pictured; both may be purchased as a set for $36.50. When you're actually in the market place *objets d'art* Helena Hayward's illustrated guide *The Connoisseur's Handbook of Antique Collecting* ($5.95) will help you single out treasure from chaff; *A Dictionary of Marks* ($5.95) by Margaret MacDonald-Taylor shows over 5,000 makers' marks and lets you spot "buys" in many types of antiques. For a reference you'll treasure for its extravagant appearance alone, we recommend the 5-volume *The Concise Encyclopedia of Antiques* ($12.50 per volume). This handsome set has thousands of illustrations.

If treasures of the past entice you, you can unearth "lost cities" and ancient civilizations in the illustrated *The Concise Encyclopedia of Archaeology* ($15.00) edited by Leonard Cottrell; *The Crescent and the Bull* ($6.95) by Erich Zehren; *The Splendor That Was Egypt* ($8.50) by Margaret A. Murray; *The Grandeur That Was Rome* ($8.50) by J.C. Stobart; and *The Greatness That Was Babylon* ($9.95) by H.W.F. Saggs.

To be knowledgeable about art, here's the last word on the subject: *The Complete Library of World Art* ($3.95 per volume; $3.50 on subscription). This 150-volume series will reproduce the entire life's work in one medium of the world's greatest artists—19,000 illustrations—with facts on each. A perfect shelf-mate for this Library is *A Dictionary of Art Terms* ($5.95) by Reginald G. Haggar; it explains thousands of terms relating to painting, sculpture, etc.

As every home should possess great art in one form or another, so should it house at literature. What have you read of st, Updike, Brecht, Rilke, Fry, Kafka, Hemingway? You can "catch up" on all your reading and authors with the forthcoming *The Concise Encyclopedia of Modern World Literature* ($12.95 until May; $15.00 after publication).

Poetry, John Dryden felt, was man's supreme intellectual achievement. Stephen Spender and Donald Hall have compiled a major part of that achievement in the forthcoming *The Concise Encyclopedia of English and American Poets and Poetry* ($12.95 until May; $15.00 after publication). This 416-page illustrated volume analyzes the works, the poets, trends, techniques and styles that have influenced English and American poetry from Chaucer and Shakespeare to T. S. Eliot and Marianne Moore.

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The course of history, and men's lives, a cynic once remarked, only reaffirm that man's best friend is his dog. So, for dog lovers—*and not cynics*—we recommend a standard classic *The New Standard Book of Dog Care and Training* ($5.95); it tells you the facts about 115 breeds. Not all of God's creatures are as wonderful to man as dogs. If you have a garden —*you know!* Here's a reference that helps you identify and deal with every plant foe on your property; it's called *The Illustrated Book of Garden Pests and Diseases* ($5.00) edited by T. H. Everett, and profusely illustrated. Fortunately, man's pleasures are many — and entertaining provides most of them. Nata Lee's *The Complete Book of Entertaining* ($5.95) tells how to give parties for 2 to 200.

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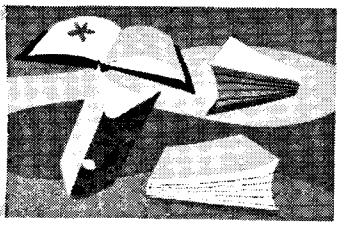
Trade Winds



EVERY ONCE IN A WHILE, without really meaning to, we open a valve that warms the cockles of our RFD box. It's hard to fathom just why this happens, but it does. Most recently, our exploration into the possibility of classic slogans for modern industrial use unleashed some cosmic signal to drown the local post office with tears, and cleave the General Delivery with a horrid overload, as Shakespeare might have put it. We regret we're unable to print all the suggestions here, but we're happy that the strange and monstrous agony created by the twisted word and thought still brings delight to so many.

AT LEAST FOUR READERS sprang to action to create the Freudian Slip Company, while TRADE WINDS reader Richard Frohwirth went on to establish the Katz Amazing Weather-Making Service ("The fog will come on little Katz's feat"). Half a dozen readers joined in unison to organize the Destiny Foundation Company ("There's a Destiny that shapes our ends"), while

reader Charlotte Hutchinson went on to conjure up Dreamy Massage Oil ("Ay, there's the rub").

But this is only the start. Reader Pauline Engel would have it known that she contemplates originating the Budd Bar and Grill ("Have a nip in the Budd"), the Marriage Delicatessen ("for butter or for wurst"), and the Exclusive Parish Basement Construction Company ("The church's one foundation").

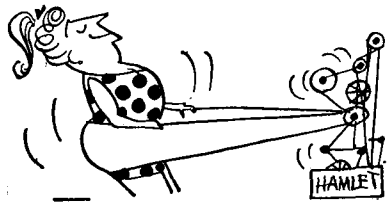
For reader F. Joseph Lorz, this is not enough. He would establish quickly the Unkindest Meat Co., ("The most Unkindest cut of all"), the Stuff Mattress Company ("We are such Stuff dreams are made on"), and the Tale Wallpaper Corporation ("Thereby hangs a Tale").

ON THE OTHER HAND, reader Carol Silverberg gets right to the point by suggesting the Laconic Weavers, Inc. ("Least said, soonest mended"), while Mrs. Alfred Boegehold is all set to promote a new soft drink called Tummy ("Drink Tummy only with your ice, and I will drink it with mine").

Meanwhile, some readers feel that the slogan can be dispensed with as long as the company name carries a sufficient impact. For instance, journalist Ben Hayes is threatening to take out organization papers for a company to be known as the Fail Safe Company, to be immediately followed up by the Misery Loves Company. In addition, he's invented the Get Away from It Awl, for those who have a tendency to be butter-fingered.

BEYOND ALL THIS, reader Gunnar Horn is about to set up a bakery to be known as the Fancy Bakers, Inc. ("Tell me where is Fancy Bread?").

Two other readers lean to the theatrical management field to organize the new enterprises. Mrs. Henry Harris wants to start the Precarious Broadway Backers' Association ("Where angels fear to tread"), and Earl Rees is ready to launch the Off-the-Hook Actors' Company ("The fault is not in our stars").



Several readers are rooting for the Hamlet Reducing Company ("That too, too solid flesh will melt"), while Mary Ellen Weiepfenning is all for starting the Scratch Cake Mix Company ("I made it myself from Scratch"). Meanwhile, W. A. Sparks in Louisville, Kentucky, is ready to sign stock certificates for the Sixpence Song Plugging Corporation ("Sing a song of Sixpence").

BELIEVE IT OR NOT, Davis Scull has a printed letterhead made up for a company known as Brillig, Tove & Slithy down in Annandale, Virginia, claiming to represent the American Worm Raisers Association, the International Cotton Pickers' Union, and the Westward Hoe Company as public relations

(*Continued on page* 16)

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Cross References: Fellows, Institute of Radio Engineers

See also Automatic Control; Business Machines; Computer; Cybernetics; Feedback; Industrial Engineering; Operations Research

AUTOMATION [ô-tə-mā'shən]. Although the word automation has been in use only since 1946, the idea is old, and almost everyone living in an industrialized society has experienced its working, perhaps without realizing it.

A house heating system, with a thermostat for automatic control, is an example of modern automation. When the room temperature falls a few degrees below the preset value, say 70° F., the furnace turns on. When the room temperature rises to 70° F., the thermostat causes the system to turn off. The room thermostat illustrates the basic automatic control techniques that provide automation. It may be thought of as an evaluating element that constantly measures temperature, and a decision-making element that starts and stops the burner. Most significant of all, the output of the heating system may be used to control the input. The system's input is energy in the form of fuel and its output is energy in the form of heat. This return of a small fraction of output for control of input is called feedback, one of the basic techniques of the automatic control that is the basis for automation.

Automatic control involving feedback is the closed-loop type. If the thermostat of the heating plant were located outside the house, the automation would be of the open-loop, or more correctly, open-end type. In this case feedback would not be involved and the system would not be self-regulating. However, open-end automation is useful in many applications. Open-end and closed-loop automation may be used together. For example, in a slowly responding heating system, an auxiliary outdoor thermostat may be used to anticipate the need for heat when the outdoor temperature drops sharply.

Early History

Automation dates as far back as the flyball steam-engine governor invented by James Watt in 1788. The device consisted of two pivoted weights mounted on a vertical shaft driven by the engine. The weights were mechanically linked to a steam valve. When the speed of the engine increased, centrifugal force pulled the weights outward and upward. The movement reduced the supply of steam from the valve. If the engine slowed down, a reverse action took place. Thus, the engine regulated its own speed. This was genuine closed-loop automation, with output (mechanical energy) linked to input (steam supply). Among other early automation devices were the punched cards used by Joseph Marie Jacquard in 1801 to control designs produced on weaving looms. Today, punched cards are important in modern business and computing machines.

The outstanding example of early automation was Oliver Evans's flour mill in 1785. Evans was a great American inventor who has fallen into undeserved obscurity. When he set out to improve the art of milling, the millstones were generally turned by wind or by water power, and later by steam; everything else was done by hand. Grain, for instance, was carried in sacks to the upper level of the mill or poured into a basket to be hoisted to another man above who emptied it. Without benefit of electricity, elevators, or any of the instruments of modern engineering, Evans mechanized the entire process from the delivery of the grain to the packaging of the flour. The grain was hoisted in buckets on a continuous belt, or by a screw moving within a pipe, driven by the same power source that turned the millstones. Instead of a "hopper boy," he devised a power-driven revolving rake to spread the meal evenly. Whereas tradition-directed millers stomped the dough on their boots, Evans saw to it that his product was never touched by human hands or feet. Some of [illegible] without attendance of any kind.

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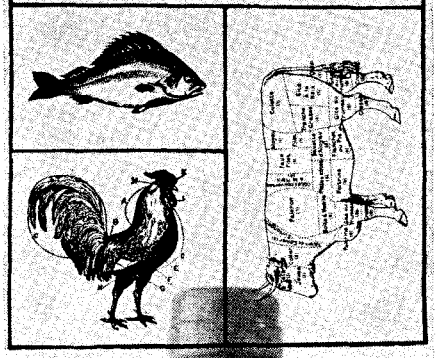

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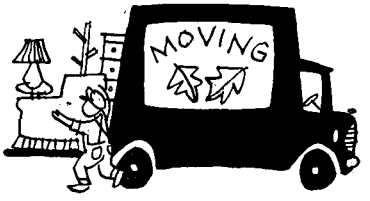
(*Continued from page* 10)

counsel. Along with Stan McDowell of Canada, he recommends the Thankless Child Cutlery Company ("How sharper than a serpent's tooth it is to have a Thankless Child").

DISDAINING THE CLASSICS, but getting right to the point, reader Bea Hayes wants to promote the Huff Ready-Made Dress Company ("Walk out in a Huff"), while J. H. Adler makes no bones about his partiality to Sight Tranquilizers ("Out of Sight, *out of mind*") and *Look* Ski Equipment ("Look before you leap").

Peter Windsor will go beyond this to create exciting gourmet dishes inspired by some of the latest films, one of them being Manchurian Candied Dates.

AND REAL, ACTUAL, in-the-flesh companies bearing unlikely names continue to crop up: Reader Norman Hill reports on the insurance firm of Old and



Blank, and a law firm known as Sharp and Handy. Both did good business in Sault Sainte Marie, Michigan, some years ago. Reader M. B. Burkhardt writes that there's the Adam and Eve Transfer Co., in Los Angeles, with the slogan "First in Moving," and Dawn Allen points out that in *SR* itself there's a classified advertiser known as *Existentialist Movers* ("We will shoulder your anxiety").

Whatever the company or the slogan, long live free enterprise, and the never-failing passion for trivia and enjoyment everywhere. —JOHN G. FULLER.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (NO. 1510)

(WALTER) SLEZAK:
WHAT TIME'S THE NEXT SWAN?

If he straightened his six-foot-seven frame or walked through a door, he crashed headfirst into some beam. He wailed loudly that, instead of a house, he had rented an undersized monkey cage. Our landlady remarked acidly that her home was not meant for giraffes.

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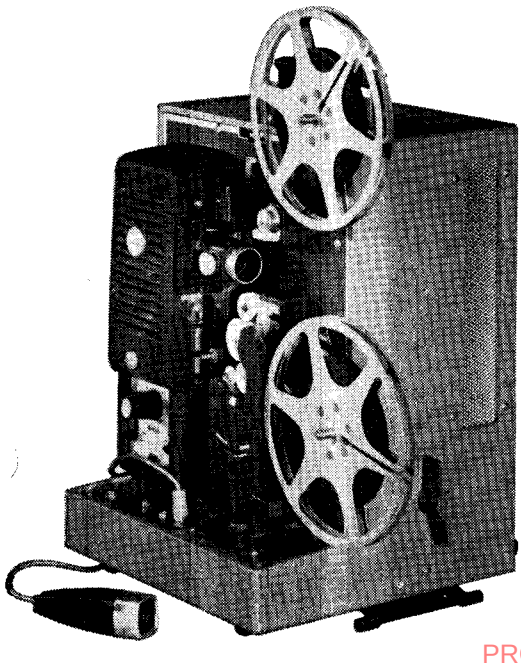

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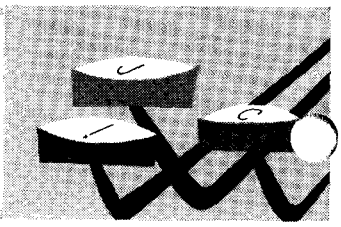

WILLIAM CARLOS WILLIAMS, 1883-1962: The gift of the true poet is always the gift of life. His poems trap us in joy because language is an instrument that haunts us from nature, releasing our truest ghosts to us; because imagery opens a theatre in the mind's eye and transports us to the experience of being alive with our senses spinning; because rhythm moves in time and its motion harkens us forward with it in some resonating echo of sense that is not be be defined but whose power is infallible uopn the willing reader; and because form is a self-delighting enclosure that contains us firmly within its clarity and assurance at the same time that we are being moved to mysterious persuasions as deep as our first dream-life.

A good poem celebrates life and quickens us to it. Not only to the mysterious but to the commonplace, which it makes both mysterious and precise, and both at once. The good poet cannot fail to shame us, for he proves to us instantly that we have never learned to touch, smell, taste, hear, and see. He shames us through our senses by awakening us to a new awareness of the peaks and abysses locked in every commonplace thing.

But he shames us with such joy that the sensations of joy are lost in the delight of our awakening. We realize, exalted, that the good poet stirs us to an energy of being that we could not have known by ourselves, and we grow to love him in gratitude and joy. His gift of life is in his power to shape experiences—and thereby to live them—in an ardor of sensation and energy beyond our daily reach. But beyond it only until he quickens and extends us to his higher power.

All good poets make us this gift, but no man in the first rank of twentieth-century American poets has lived and communicated his life with the direct intensity that has marked the work of William Carlos Williams.

"No ideas but in things!" he cried in "A Sort of a Song" (published about 1944). It was his credo and his exultation to live in the tangible fact of the world. The sensible objectr of this world are the focus of love.

And what an energy of sensation he brought to his love! It was a lover of this world who wrote the poem called, flatly, "Smell"—and it was a man alive as a dog is alive when he runs his morning of the made world, sniffing the world's roots and presences in the joy of being:

> Oh strong ridged and deeply hollowed
> nose of mine! What will you not be smelling?
> What tactless asses we are, you and I, boney nose
> always indiscriminate, always unashamed,
> and now it is the souring flowers of the bedraggled
> poplars: a festering pulp on the wet earth
> beneath them. With what deep thirst
> we quicken our desires
> to the rank odor of a passing springtime!
> Can you not be decent? Can you not reserve your ardors
> for something less unlovely? What girl will care
> for us, do you think, if we continue in these ways?
> Must you taste everything? Must you know everything?
> Must you have a part in everything?

Williams has written poems in which the language seems to fuse into a more powerful experience than I feel here, but I know of no poem that better expresses his animal appetite for sensation, for the joy of things. To Williams, things were always the first mysterious language of creation.

In his earlier poems, as critics are fond of pointing out, he could not mention the sign outside a neighborhood store without trying to bring it into the poem as an actual, visible object, reproducing it on the page as if his typewriter had photographed it:

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There was an esthetic danger in that sort of thing. Art is not a door but a window. It cannot bring us to things in their actuality; it must trap th within a formality. Yet that glad rage for life, that poet's passionate desire to reach beyond artifice and to seize the thing itself, is the essence of the man and of his power. The reader who

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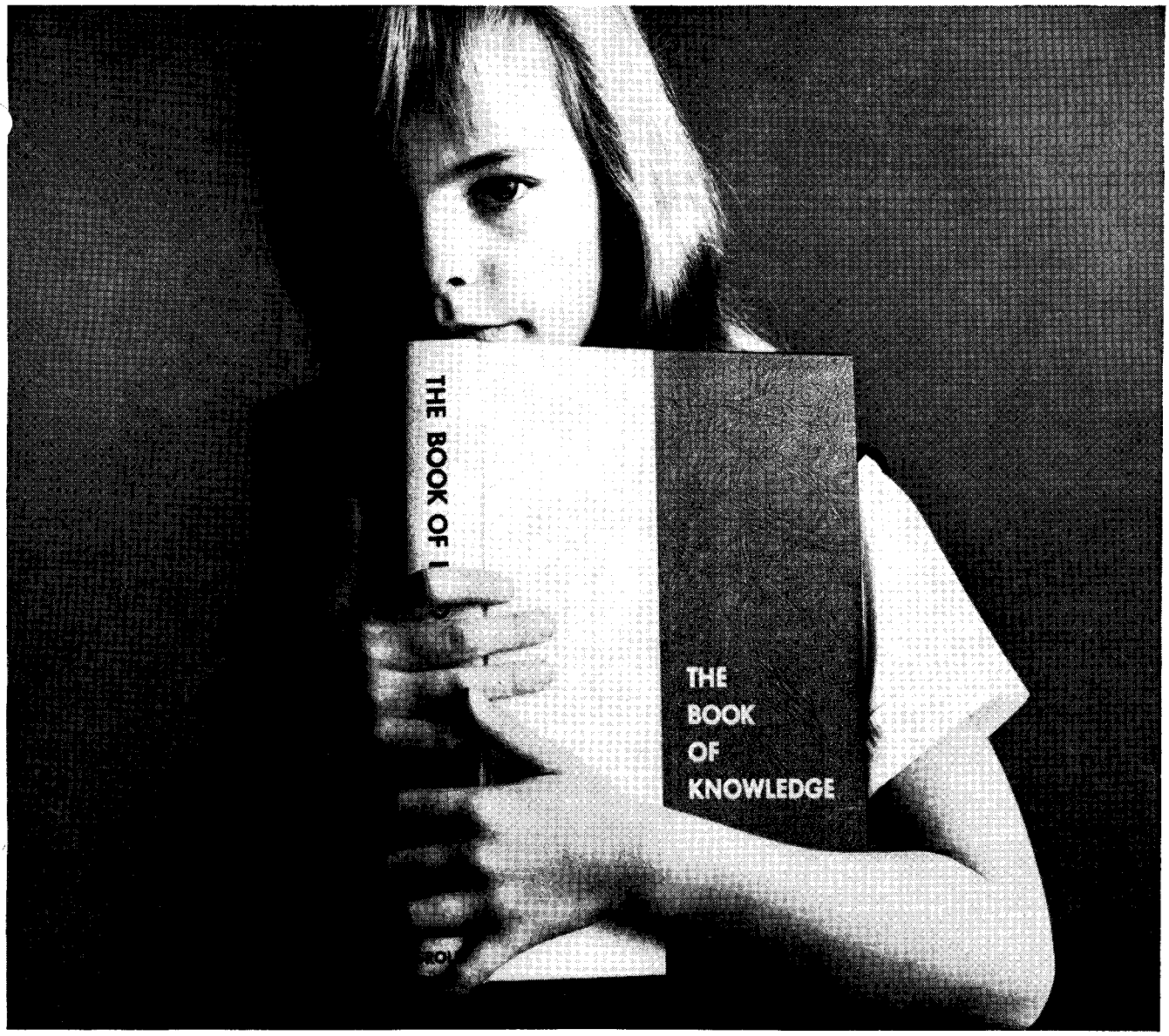

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(Something else: everything on this page goes for mother's little son, too.)

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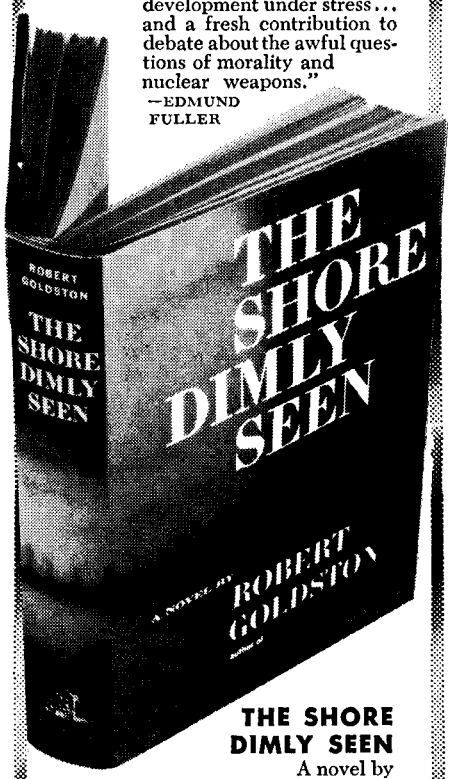

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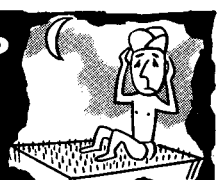

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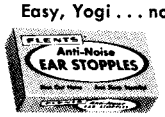

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touches him touches high-tension wires that are certainly hooked somewhere to the turbines of original energy.

But always, too, he was a poet, a maker and an artificer; his passions beat at the walls of form but were contained within them. "How shall we get said what must be said?" he asked in "The Desert Music" (1954). And he answered:

> Only the counted poem, to an exact measure:
> to imitate, not to copy nature.

And in the same book he wrote of the human need of the poem:

> It is difficult
> to get news from poems
> yet men die miserably every day
> for lack
> of what is found there.

William Carlos Williams of Rutherford and Paterson, New Jersey, poet, novelist, short story writer, playwright, and the possessor of five of this century's most passionate senses, died blessedly in his sleep of cerebral hemorrhage on March 4 after a long and painful illness. At seventy-nine his enormous energy had ebbed. His last years were a burden that one must suspect he put down gladly.

His death leaves the feeling of an age ending. First Wallace Stevens. Then Robert Frost. Now William Carlos Williams. But if that age closes, it yet leaves us a golden record of American poetry. The fifty years of Dr. Williams's great productivity were the years in which American poetry threw off its last colonial dependence on England and came securely to rest in the American language. In that literary revolution, of which Eliot and Pound are now the only surviving leaders, Dr. Williams played a powerful part as the maker not only of his own poems, but of the heritage of American poetry.

"When a man makes a poem," he wrote in the "Author's Introduction" to "The Collected Later Poems" (1950), "makes it, mind you, he takes words as he finds them interrelated about him and composes them—without distortion which would mar their significance—into an intense expression of his perceptions and ardors that they may constitute a revelation in the speech that he uses. It isn't what he says that counts as a work of art, it's what he makes, with such intensity of perception that it lives with an intrinsic movement of its own."

It is because Williams lived and wrote within this creed—and because he was possessed of great poetic gift—that to read him is to renew the gift of life. —JOHN CIARDI.

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ITALIAN HIGH RENAISSANCE AND BAROQUE SCULPTURE. By John Pope-Hennessy. New York Graphic Society. Three volumes, each $12.50.

Biography

A. MITCHELL PALMER: POLITICIAN. By Stanley Cohen. Columbia Univ. Press. $7.50.

THE ALDERSON STORY. By Elizabeth Gurley Flynn. International Publishers. $5.

THE FOREST YEARS. By Louise Dickinson Rich. Lippincott. $5.95.

GUILLAUME APOLLINAIRE AND THE CUBIST LIFE. By Cecily Mackworth. Horizon. $5.75.

MORNING GLORY. By Mary Motley. St. Martin's. $4.50. (See page 43.)

MY LADY SUFFOLK. By Evelyn Read. Knopf. $5.

NONE SO BLIND. By Bernice Clifton. Rand McNally. $4.95.

O. E., HISTORIAN WITHOUT AN ARMCHAIR. By Otto Eisenschiml. Bobbs-Merrill. $4.

THE RELUCTANT ART: The Growth of Jazz. By Benny Green. Horizon. $3.50.

THE RODGERS AND HAMMERSTEIN STORY. By Stanley Green. John Day. $4.50.

ZAMBIA SHALL BE FREE: An Autobiography. By Kenneth D. Kaunda. Praeger. $4.50.

ZWINGLI: A Reformed Theologian. By Jacques Courvoisier. John Knox. Paperback, $1.75.

Cookbooks

THE ART OF MAKING GOOD COOKIES PLAIN AND FANCY. By Annette Laslett Ross and Jean Adams Disney. Doubleday. $4.50.

ECONOMY GASTRONOMY: A Gourmet Cookbook for the Budget-Minded. By Sylvia Vaughn Thompson. Atheneum. $5.95.

THE FAMOUS COOKERY COOKBOOK. By Gloria Agrin Josephson and Barney Josephson. Horizon. $3.95.

Current Affairs

ALBANIA AND THE SINO-SOVIET RIFT. By William E. Griffith. M. I. T. Press. Hardbound, $7.95. Paperback, $2.95.

ANTI-COMMUNISM IN LATIN AMERICA. By Dr. Juan José Arevalo. Lyle Stuart. $3.

THE CITY OF MAN. By W. Warren Wager. Houghton Mifflin. $5.

DISSENSIONS IN INTERNATIONAL COMMUNISM. Edited by Alexander Dallin. Columbia Univ. Press. Hardbound, $8.50. Paperback, $3.60.

THE MIRACLE OF DIALOGUE. By Reuel L. Howe. Seabury Press. $3.50.

PAKISTAN: The Consolidation of a Na- . By Wayne A. Wilcox. Columbia Univ. Press. $6.

THE THOUGHT BRIGADE. By Roger Winship Stuart. Obolensky. $4.

THE UNITED KINGDOM: A Survey of British Institutions Today. By T. K. Derry. New York Univ. Press. Hardbound, $4.50. Paperback, $1.95.

WHAT IS COMMUNISM?: A Picture Survey of World Communism. Edited by Abraham Brumberg. Dutton. $4.95.

Fiction

AMY. By Katherine Wigmore Eyre. Appleton, dist. Meredith. $4.95.

ANGELIQUE IN REVOLT. By Sergeanne Golon. Putnam. $4.95.

CAT'S CRADLE. By Kurt Vonnegut, Jr. Holt, Rinehart & Winston. $3.95.

COCKATRICE. By Wolf Mankowitz. Putnam. $3.95.

THE CONVERSION OF CHAPLAIN COHEN. By Herbert Tarr. Bernard Geis. $4.95.

A CROWN OF WILD MYRTLE. By H. E. Bates. Farrar, Straus. $3.95.

DOCTOR GOLF. By William Price Fox. Lippincott. $2.95.

A FAVORITE OF THE GODS. By Sybille Bedford. Simon & Schuster. $4.50. (*SR*, Mar. 16.)

A FIG IN WINTER: A Novel of Marcus Aurelius and the Christian Faith. By Willa Gibbs. Morrow. $4.95.

A FIRE IN HIS HAND. By Michael Grieg. Doubleday. $3.95.

THE GLASSBLOWERS. By Daphne du Maurier. Doubleday. $4.95.

THE GREAT DIVORCE. By C. S. Lewis. Macmillan. Paperback, 95¢.

HOW MANY MILES TO BABYLON. By Ann Borowik. Pantheon. $4.50.

LOVE IS JUST AROUND THE CORNER. By Lester Atwell. Simon & Schuster. $4.95.

MY FATHER'S ORCHARD. By Raymond Kennedy. Houghton Mifflin. $3.50.

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A TIME OF FORTUNE. By Benjamin Appel. Morrow. $5.95.

V.: A Novel By Thomas Pynchon. Lippincott. $5.95. See page 44.

A VERY SMALL REMNANT. By Michael Straight. Knopf. $4.

History

THE ARABS: A Short History. By Francesco Gabrieli. Hawthorn. $3.95.

THE GREAT HUNGER. By Cecil Woodham-Smith. Harper & Row. $6.95. (See page 34.)

GREATER ANGLO-SAXON CHURCHES: An Architectural and Historical Study. By E. A. Fisher. Taplinger. $35.

OF SPIES AND STRATEGEMS. By Stanley Lovell. Prentice-Hall. $3.95.

THE ORDEAL OF POWER: A Political Memoir of the Eisenhower Years. By Emmet John Hughes. Atheneum. $5.95. (*SR*, Mar. 16.)

RELUCTANT EMPIRE: British Policy on the South African Frontier 1834-1852. By John S. Galbraith. Univ. of California Press. $6.95.

THE SOUTH AND THE SOUTHERNER. By Ralph McGill. Atlantic Monthly Press, dist. Little, Brown. $5.

THE STORY OF CEYLON. By E. F. C. Ludowyk. Roy. $5.95.

THE TEMPERING YEARS. By Edwin P. Hoyt. Scribners. $6.95.

TOWNSEND MOVEMENT. By A. Holtzman. Bookman Associates. $5.

Literary Criticism

D. H. LAWRENCE. Edited by Mark Spilka. Spectrum Books, dist. Prentice-Hall. Paperback, $1.95.

GOETHE AND HIS PUBLISHERS. By Ian C. Loram. Univ. of Kansas Press. $4.

THE LONELY VOICE: A Study of the Short Story. By Frank O'Connor. World. $4.

THE TRAGIC COMEDIANS: Seven Modern British Novelists. By James Hall. Indiana Univ. Press. $5.95.

Mysteries

THE BIG H. By Bryan Peters. Holt, Rinehart & Winston. $3.50.

DEATH SCHUSS. By Lillian O'Donnell. Abelard-Schuman. $2.95.

THE HIDDEN KEY. By George Harmon Coxe. Knopf. $3.50.

A LIKENESS TO VOICES. By Mary Savage. Dodd, Mead. $3.50.

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TOO FRIENDLY, TOO DEAD. By Brett Halliday. Dodd, Mead. $3.50.

Poetry, Drama

COLLECTED POEMS, 1925-1948. By Louis MacNeice. Duke Univ. Press. $6.

COME BLOW YOUR HORN. By Neil Simon. Doubleday. $3.50.

A FUNNY THING HAPPENED ON THE WAY TO THE FORUM. By Robert Shevelove and Larry Gelbart. Dodd, Mead. $3.50.

SPRING OF THE THIEF. By John Logan. Knopf. $4.

SUN STONE. By Octavio Paz. New Directions. Paperback, $1.

Reference Books

AMERICAN LITERATURE: An Analytical Index. Volumes 1-30. By Thomas F. Marshall. Duke Univ. Press. $7.50.

BASIC DICTIONARY OF AMERICAN ENGLISH. Edited by Samuel I. Hayakawa and others. Holt, Rinehart & Winston. $4.95.

THE COMPLETE BOOK OF SLIDE RULE USE. By Ira Ritow. Doubleday. $1.95.

JOHNSON'S DICTIONARY: A Modern Selection. Edited by E. L. McAdam, Jr. and George Milne. Pantheon. $6.50. (See page 52.)

POPULAR HOMES AND PLANS. Archway Press. Paperback, 50¢.

THE SHRUB IDENTIFICATION BOOK. By George W. D. Symonds. Barrows, dist. Morrow. $15.

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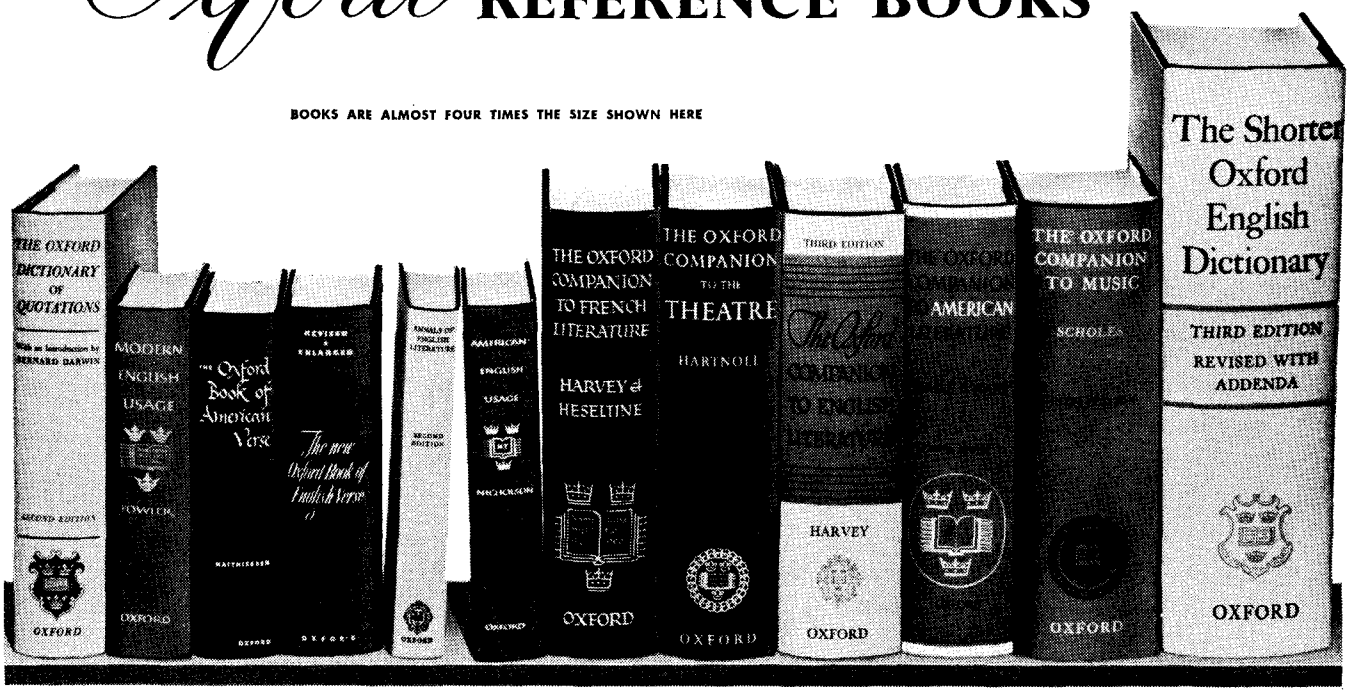

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Saturday Review
MARCH 23, 1963

By ROLAND B. GITTELSOHN

WHERE RELIGION AND SCIENCE MEET

A rabbi argues that faith and reason are finally moving beyond an uneasy coexistence to a true synthesis.

NO EVALUATION by a clergyman of the relationship between religion and science can be worth its eight in words unless it begins with clear identification of the perspective from which he speaks. This is true because we live at a time of incredibly swift and profound ideological transition. Such a time is characterized necessarily by semantic confusion. Words which once had precise meanings become annoyingly confused. For some they retain their old meanings, while for others they have already acquired colorations and shadings that are quite new.

This is what has happened in the last two generations to the word "religion." It is used now to designate men and positions which are seen, upon careful analysis, to share little beyond the label itself. Let me be specific. The Bible Belt Christian fundamentalist of the deep South is called "religious," as I am. A scientifically oriented agnostic like Julian Huxley is generally considered to be non-religious, as I am not. Yet if one were painstakingly to spell out specific attitudes toward the universe and human life, he would discover that I share more with Huxley than with the Southern evangelist. My attitudes toward science must therefore be expected to differ considerably from those of the Orthodox Protestant or the Roman Catholic or, for that matter, even of some among my fellow Jews. This despite the fact that with a certain measure of validity all of us are at this juncture in time considered to be religious. Where, then, do I stand as I propose to ponder science?

I am a naturalistic, humanistic theist. Naturalistic, because I believe that God inheres within nature rather than operating upon it from outside itself. Humanistic, because I am convinced that the loftiest human values we have been able to conceive represent the closest our finite minds can come as yet to comprehending the infinite. Theist, because I am persuaded that our spiritual propensities and capacities are reflections of something very close to the crux of Ultimate Reality. Each of the terms now invites further elaboration.

My identification as a naturalist does not automatically make me a pantheist. I do not equate God with nature or assert that God is nature; rather that God permeates and infuses nature. God is to nature, as it were, what electric current is to a motor: the Creative Energy which transforms into a vital process what would otherwise either not exist at all or at best be lifeless and inert.

I do not believe in what most people mean by miracles. For me, one of the most convincing kinds of evidence that God exists is to be found precisely in the fact that there are no exceptions to the laws of nature. It will be a very long time, if ever, before I shall be able to know all the laws of nature, but I know enough already to be confident that they can be abrogated by neither man nor God. Indeed, if they could be suspended or interrupted by either, I should then have to become an atheist. For then the very principle and power of purposive development which I call God would have vanished from the universe.

My humanistic theism means that I cannot see our unique ability as human beings to create and appreciate truth, goodness, and beauty as divorced from the rest of reality. I believe this dimension of man's experience has evolved in response to the nature and structure of the universe no less than has his hand or brain. There must, therefore, be something in the universe itself which is closely akin to this aspect of man's life. Which is to say, there must be God.

HERE, then, is the religious position and perspective from which I ponder science. From this point of departure, what do I find?

First, an alarming (and I fear growing) tendency to resolve the erstwhile conflict between religion and science through by-pass rather than confrontation. There was a time when chiefly religionists were heard to say that religion and science do not conflict because they do not really meet, that they occupy altogether different and

In 1960 a volume of essays edited by Dr. Harlow Shapley was published by Appleton-Century-Crofts under the title "Science Ponders Religion." Dr. Edwin Booth of Boston University is now editing a reciprocal collection, to be called "Religion Ponders Science," which will be issued by the same publisher. This essay by Rabbi Gittelsohn, spiritual leader of Temple Israel in Boston and author of "Man's Best Hope," was prepared for the forthcoming book.

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unrelated areas of man's concern, that science is preoccupied with facts and religion with values, that what we *believe* as matters of faith cannot be affected one way or another by what we *know* through empirical research. Now—amazingly and regrettably—a similar chant has been taken up by some among our scientists.

Typical of this view are statements by two eminent psychiatrists. Dr. Harry Solomon, Commissioner of Mental Health for the Commonwealth of Massachusetts, has written the following in private correspondence with the author: "I see no reason why one cannot have deep faith on one hand and be deeply involved in scientific study on the other hand without worrying whether one negates the other." The late Dr. Gregory Zilboorg was even more explicit: "Scientific knowledge is essentially different from religious knowledge, and it is impossible to measure one by the other; . . . . religious beliefs need no scientific proof, nor are they made less valid by scientific refutations." He achieves the logical climax and consequence of this view by quoting W. T. Stace to the effect that "science is irrelevant to religion."

I must protest with utmost vehemence and vigor this attempt to reconcile religion and science by detour or avoidance. It is not true that religion and science yield two different and unrelated kinds of knowledge. Knowledge is knowledge, whatever its source. There is indeed a difference between knowledge and faith, both of which play significant roles in science as well as religion, but not between one kind of knowledge and another. There is, to be sure, more than one source of knowledge, but not more than one kind. What we know, we know.

I reject no less perfervidly the implied cleaving of man or reality into neat and unrelated compartments, amounting almost to a kind of philosophic schizophrenia. If science and religion have conspired to teach me any one abiding truth, it is that man is one, the universe is one, and man and the universe together are one. This is the central meaning of science and the core of Judaism's watchword: "Hear O Israel, the Lord our God, the Lord is One."

This means that man cannot be divided into a believing creature versus a thinking creature, that his faith and reason, while not identical, are yet indivisible. What he knows must be the basis of what he believes. What he believes must be consonant with what he knows. I have elsewhere expressed myself on this point as follows: "Of course we need faith to carry us beyond the bounds of reason. But that faith must be built on a foundation of reason, must be consistent with the reasonable and the known, not contradictory to them."

To juxtapose mind and faith, human investigation and divine revelation, as if they were irreconcilable opposites, is for me utterly fallacious. Man's intelligence, his conscience, and his sensitivity are the very best instruments he possesses to ascertain the divine. Revelation is not the miraculous one-way intrusion of the divine into the mundane. It is rather the result of progressive interaction between man and God. Whenever or wherever a human being reaches out to grasp a truth that has never been comprehended before, or to create or appreciate a higher dimension of beauty, or to achieve a loftier level of ethical conduct, there and then God has revealed himself to man again. Divine revelation is just as apt to take place in a laboratory or studio as it is in a pulpit.

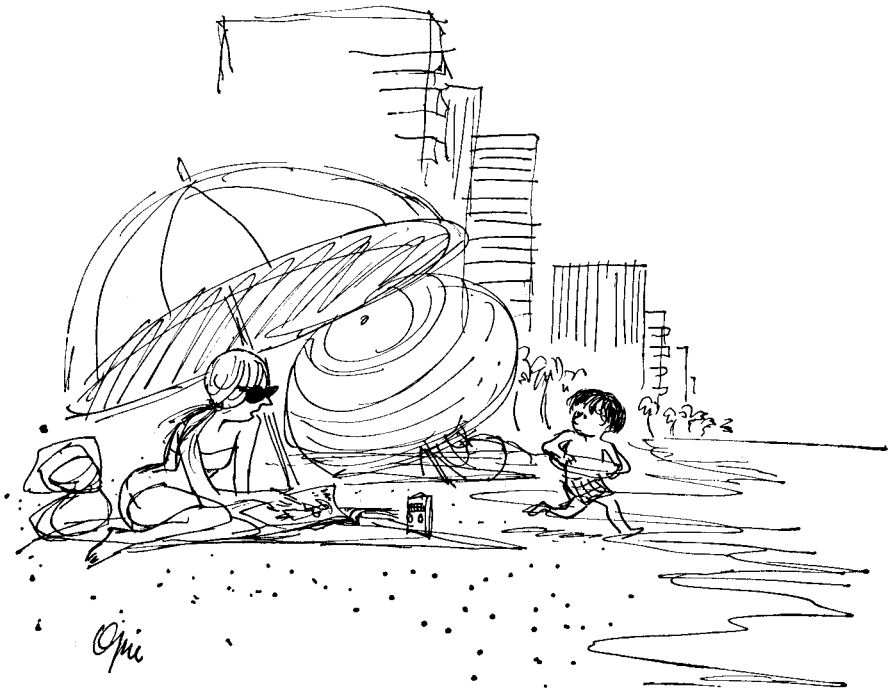
I like particularly the way Dr. Meier Ben-Horin expresses this concept of revelation, with its creative implications for the relationship between religion and science. Skilfully playing upon the words of the Biblical assertion, "Near is the Lord unto all who call Him, unto all who call Him in truth," he interprets this to mean: "God is called *in truth*. To find a new truth is to come nearer to His nearness."

ALL of which adds up to my very firm conviction that the only valid ground for a true synthesis of religion and science is to view them as coordinated, complementary, and simultaneous approaches to man as a whole and life as a whole. They must not only coexist; they must reinforce and refine each other.

But do they in fact do this? To a greater degree than small minds on either side of the equation have been able to perceive, yes. It is time for both religionists and scientists to realize the extent to which their most significant insights coincide. True, many of the incidental superstitions by which the essential message of religion has in the course of time become encrusted have been discredited. So have some of the earlier dogmatisms of science, or, perhaps it would be more accurate to say, of some scientists. But in remarkable respects the newer findings and conclusions of science confirm rather than threaten the earlier intuitions of religion. Perhaps this can best be understood through three stages of exposition.

First, science reveals a universe of ineffably wondrous order. This has always been a prime postulate of high religion. The fact that science speaks more frequently today in the vocabulary of statistical probability than in that of law must not be allowed to obscure the truth involved: that our universe is not a haphazard or capricious puzzle; that despite the many mysteries which will long—perhaps forever—remain, there are reliable, predictable patterns; and in proportion to our success in discovering these pat-

(*Continued on page* 79)



"Don't go out too far, dear, or Castro will get you."

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Poker, Pawns, and Power

By EDWARD L. KATZENBACH, JR., *Deputy Assistant Secretary of Defense for Education and Manpower Resources. This article is adapted from a recent talk at the Armed Forces Chess Tournament awards dinner.*

THE bar sinister on our national escutcheon is that we are and have been a nation of poker players.

Now, no doubt poker has its place. But I believe that the game has played deuces wild with our history and that it may, in fact, have as potentially a disastrous effect on the last half of the twentieth century as strip poker has on a college weekend.

Consider for one moment the damage that poker playing has had on the character of the nation. Note on your television set that at the moment of our greatest national glory, when the good guys are shooting up the bad guys in the West, that the saloons in which the bad guys play poker have false fronts—ones which make buildings look as though they were two stories high when in fact they are only one. Besides, this nation originated the "false front" in men's shirtwear, and admitted the "front man" into the ranks of respectable wage earners. Why was the false front respectable throughout our history? Why is front itself so important? The answer, of course, is poker. For the essence of the game is front and bluff, with some odds thrown in. For those of us for whom candor is high in our system of values, and mathematics is low in the list of our abilities, the game is little better than banditry.

Besides, it is very dangerous in strategic terms.

Let me cite three reasons. In the first place, poker tends to make one think in terms of odds. But when one thinks in strategic terms, odds are hardly appropriate. For example, how would one respond to policy considerations which were couched in these terms: It's 3 to 1 that A and B will have a falling out, or 4 to 1 that the C will have the atomic bomb in 3 years, or 50 to 1 against the Canadians attacking the Mexicans or vice versa? In the real world, what does one do with odds? The odds are that one rejects them.

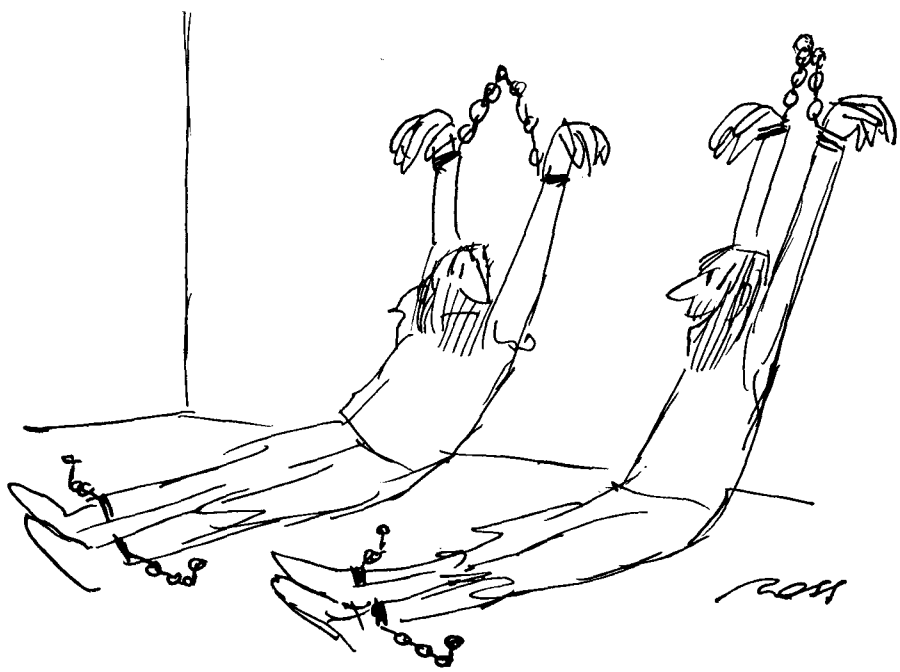
Secondly, poker is not a game in which one can exercise flexibility. Indeed, it was the crass poker player who invented that phrase which we hear everywhere and all the time: "Put up or shut up." It does not seem to me, in a world in which the spectrum of threat is as wide as it is in ours, that one can expect any Chief Executive to say blatantly, "I'll call you on that one." This does not mean that I am not fully aware that there is a time to "put up or shut up" and to say candidly, "I call your bluff." But it does strike me that a game in which one raises the antes or surrenders one's hand is hardly applicable to the complex world in which we live.

Finally, poker leads to circuitous thinking. It starts with an "if," ends with a "then," and between them alternates pronouns before the verb "think." It goes like this: "If he thinks that I think that he thinks that I think that he thinks, then. . . ." This type of thinking reminds me of the Dodo bird, which thought flying in ever smaller concentric circles was fun—until it mysteriously disappeared.

Chess, on the other hand, is a different matter. A Jack of Hearts has no personality, but a Bishop does have. A King of Spades is no more a king than I am, but a King on a chess board is a personage—one who moves slowly and deliberately in one direction or another, seldom making mistakes—but with, to be sure, no great vigor. His Queen, however, is obviously a Prime Minister. Her relationship to him is one frequently encountered wherever the chief of state is a figurehead and the Prime Minister, or whatever he may be called, does whatever is done.

It requires very little perception to see the relevance of chess to the strategic problems of our time—to raising standards of living, to guerrilla actions, and to the resolution of the Cold War. Notice that each of the pieces has characteristies of its own, and that each gains or loses in strength depending upon the confidence the player has in the piece and the positions of allied pieces. Can you think of anything more meaningful than this to a world in which the great power groupings have so much to gain by winning the confidence and building the prosperity of other nations? And finally, the chess player understands, as we all must understand, that there may be tactical advantages to retreats in seeking victory. He understands the most important factor of all—that a Pawn is not something to be taken lightly, for the least of the powers can not only get in the way but can actually bring about the downfall of figures more powerful.

If, then, the playing of chess is a habit to be cultivated so that men's minds can understand the problems of their day, and if it is true that the playing of poker instills habits of thought which are positively dangerous for the national well-being, it might be well, in the interest of national welfare, that the latter be banned and the former taught in each first grade in the nation.



"Knight to King's Bishop 3, checkmate."

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The Human Situation, 1963

EDITOR'S NOTE: *A remarkable analysis of the human situation in 1963 was made recently by U Thant, Secretary-General of the United Nations, at the Economic Club in New York. This week's guest editorial is drawn from that analysis.*

I SPEAK not as the Secretary-General of the United Nations, not as an Asian, not as a Burmese, but as a human being, a member of that species, Homo Sapiens, whose continued existence is in the balance.

In our lifetime we witnessed two world wars. We have come to know that in modern war there is no such thing as victor or vanquished; that there is only a loser, and that loser is mankind.

All these facts were understood by thinking people even before the advent of the atomic age. They would have been sufficient in themselves for man to want to outlaw war. Indeed, he tried to do so after the First World War, in the formation of the League of Nations. Even before the termination of the Second World War he was seriously thinking of a world organization which, he hoped, could prevent further wars from breaking out. The United Nations was formed immediately after the war with the primary objective of "saving succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind."

No mention of atomic weapons is made in the United Nations Charter. It was, I think, Dr. Einstein who, in reply to the question "What weapons will be used in a third world war?" Answered that he did not know, and added that what he knew was which weapons would be used in a subsequent fourth world war—the slingshot. These words by a man who was not only a great scientist but also a philosopher, and whose scientific discoveries contributed so much to usher in the atomic age, were meant to dramatize the possibility of almost total devastation of the earth, such as to reduce any survivors to a prehistoric state.

THE plain fact is that all of us—Americans, Russians, Burmese—are in peril, and if the character of this peril is understood, there is hope that we may collectively avert it. We have to learn to think in a new way. The most pressing question facing all of us is: What steps can be taken to prevent a military contest of which the issue must be disastrous to all sides?

Most of us have not yet fully realized what could be involved in a war with hydrogen bombs. The general public still thinks in terms of obliteration of cities and the destruction of installations. Most scientists agree that if many hydrogen bombs are used, there will be universal death—sudden death only for the fortunate few, and for the majority, a slow torture of disease and disintegration.

Here, then, is the problem, stark, dreadful, and inescapable: Shall we put an end to the human race, or shall mankind renounce war? Most people will not face this alternative because it is so difficult to abolish war. The abolition of war will demand distasteful limitations of national sovereignty. It requires certain psychological adjustme to meet the greatest challenge of time. It also requires some form of collective action within the framework of an international organization like the United Nations.

The Disarmament Conference currently in session in Geneva on the banning of nuclear tests has not made sufficient progress to warrant optimism. Although concessions have been made by both sides regarding the principle of international inspection, the discussion is centered around the question of number. Surely with a little good will and a little give-and-take, it should not be impossible to reach an early agreement on what has become a game of arithmetic!

As geological time is reckoned, man has so far existed only for a short period, perhaps half a million years. What he has achieved, especially during the period of recorded history, is something all of us should be proud of. For countless ages the sun rose and set, the moon waxed and waned, the stars shone in the Milky Way, but it was only with the coming of man that these things were understood. Man has unveiled secrets which might have been thought undiscoverable. Much has be achieved in the realm of art, science, literature, and religion. Is all this to end because so few are able to think of man rather than of this or that group of men? Is the human race so destitute of wisdom, so incapable of tolerance, so blind even to the simple dictates of self-preservation that the last proof of its progress is to be the extermination of all life on our small planet? I cannot believe that this is to be the end. I cannot believe that humanity is so bereft of common sense as to launch universal suicide.

WHAT is most needed in these tense times is the will to compromise. In human affairs, no one group is 100 per cent right and another 100 per cent wrong. In international relationships, pure white and pure black are rare. Various shades of gray usually predominate. That is why every international agreement represents a compromise of some kind, except where the terms are dictated.

To my knowledge one of the wisest mottoes for every one of us is enshrined in the UNESCO charter. It says, "Since wars begin in the minds of men, it is the minds of men that the defenses of peace have to be constructed."

There is no peace in the world today because there is no peace in the minds of men. —U THANT.

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LETTERS TO THE EDITOR

SHORT MEMORIES

As I GROW OLDER I become more and more amazed at the short memories of my young contemporaries. They do not recall what happened before they were born.

"It was the Theatre Guild that first brought Shaw to the American stage," wrote John G. Fuller in TRADE WINDS for February 9. Well, it is true that the Washington Square Players, parent organization of the Theatre Guild, producing "Mrs. Warren's Profession" in 1918, initiated what became the historic Guild-Shaw association. The Guild produced "Heartbreak House" in 1920 and "Back to Methusaleh" in 1922, with great reclame and equal loss of money, and then went on to glory and shekels for both author and producers.

But "Mrs. Warren" had had a famous Broadway opening, Arnold Daly producing and starring, in October 1905. The play closed after one performance, the police arresting the entire cast. Eight years before that, and twenty-one years before the Guild was born, "The Devil's Disciple" played Broadway, starring Richard Mansfield. At least half a dozen other Shaw plays were familiar on the American stage, in New York, Chicago, and elsewhere, long before the Guild was born. One of the weirdest Shaw productions was f "Cashel Byron's Profession" in 1906, starring James J. Corbett, until then better known as the man who had knocked out John L. Sullivan in 1892 than as an actor.

LEWIS GANNETT.

West Cornwall, Conn.

EDITOR'S NOTE: *Mr. Fuller replies: "Mr. Gannett, and other readers who noted the error, are right. I should have written, 'The Theatre Guild was among the first . . .'"*

"I'm going to try to graduate—I can't stand this mess any longer!"

WHAT IS PHILOSOPHY FOR?

HURRAH FOR JAMES K. FEIBLEMAN and his "The Uses of Thinking" [*SR*, Mar. 2]. At last someone has said that philosophy *is* worthwhile—even useful. Unfortunately, Tulane's philosopher has failed to heed his own warning about philosophy's "technical vocabulary." He has used the term in such a way that the "non-philosophers" will surely regard the discipline as a catch-all for solving all of life's problems. I do not object to calling spontaneous child-questions philosophizing, but surely Professor Feibleman should reconsider his belief that religion is based on philosophy—and that philosophy itself is a myth! Again, the purely subjective standards which Professor Feibleman suggests as moral philosophy seem rather stretching the cause of the "science of ultimate uses." What's so ultimate about "how one wishes to conduct oneself toward oneself as well as toward one's fellows"? And while French underground fighters may have turned to existentialism because it "was perfectly suited to the situation," it is hard to believe in a "philosophy" of the "American society," let alone of "Western civilization."

I am afraid that in his attempt to popularize philosophy and get it out of its stuffy ghetto, Mr. Feibleman has really made the discipline into an intellectual "doggy bag" suitable to solve the leftovers from what is called "the small business of everyday."

JEROME J. PERLINSKI, C.R.,
St. John Cantius Seminary.

St. Louis, Mo.

I MAY BE MISINTERPRETING, but I get the impression that James K. Feibleman considers religion to be a collection of myths which are capable of "evoking emotions" and are "regarded as true." He seems to regard morality as a thing apart from religion.

Any thoughtful religionist, whether he be a Buddhist, a Christian, a Moslem, or a Baha'i, will take strong exception to that view. Where do we get our moral teachings if not from the founders of the world's major faiths . . .?

We may hope that the philosophers will continue their studies, which, according to Mr. Feibleman, "intensify life" while, concurrently, a succession of prophets will continue to mold men's characters.

GRACE E. BEHRENS.

Lancaster, Pa.

REAPPRAISAL

I WAS PLEASED to find the reappraisal of Elizabeth Madox Roberts ["Life Is from Within," *SR*, Mar. 2]. It seemed fitting, also, that the long-delayed tribute to her haunting talent should come from her fellow Southerner, Robert Penn Warren.

It is quite true, as Mr. Warren says, that Miss Roberts's first novel, "The Time of Man," enjoyed only a *succès d'estime* at its 1926 publication. Possibly for this reason there has been no reprinting. This is regrettable, for in my belief the fecund Twenties produced nothing approaching this novel's objective artistry.

In my own well-thumbed copy (Viking) of "The Time of Man," I regard pages 167 to 176 as one of the most poignant passages in all literature. Henry Chesser, toil-gnarled father of the book's "heroine," Ellen Chesser, attempts to tell the story of his life as he sits, an interloper, in the glow of the cabin's hearth fire where his daughter is being courted by her first lover. His poor white history is a pathetic mishmash of dimly remembered, trivial incidents. The tale, such as it is, gets bogged down in Henry's attempts to fix the exact day of one such event: "Then a Tuesday and Doc Marks come and set Newt's arm over. Or was that Wednesday? Seems like it was a Tuesday. Again seems like it was maybe a Wednesday. . . ." Meanwhile his wife, Nellie, calls from the back of the all-purpose room for Henry to "quit your eternal blab" and come to bed. This Henry finally does as he yawns and runs out of innocuous anecdote; and the lovers, as the fire dies, plan their lives together after the same pattern.

GENE GEER.

Ozark, Mo.

EDITOR'S NOTE: *Although it is true that "The Time of Man" is currently out of print, Viking Press will remedy the lack on April 26 when it publishes a new edition as a Compass paperback. The article by Robert Penn Warren will be incorporated in the volume as an introduction.*

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BROADWAY POSTSCRIPT

Mother Nerve.

THIS IS a season in which trivial and inept comedies have somehow been coaxed into sporadic effectiveness by expert comedians who have enlarged their roles into their own well-established personalities, and by astute directors who know how to sustain a momentum the plays themselves do not really possess. In such a season, **"Dear Me, the Sky Is Falling"** must be rated higher than it probably deserves.

Written by Leonard Spigelgass and based on a story by Gertrude Berg and James Yaffe, the new comedy reverses the usual order by beginning rather than ending in the psychiatrist's office. But that is about as much originality as we're going to get, and the play's characters chug merrily along familiar roads to a rather perfunctory happy ending, as if they had run out of Spigelgass.

Fortunately the play's star, Gertrude Berg, and its director, Herman Shumlin, appear to have gritted their teeth and successfully defied us not to be entertained. Miss Berg's portrait of Libby Hirsch, the dominating mother, is a combination of her characteristic tearful irrepressibility and warm humor, and a psychiatric case history. The latter, which gives the comedy its shape, suggests that Mrs. Hirsch is a woman who has perverted her own creative energy and benevolence into the task of arranging other people's lives. Because she has forced her family to do what she knows is best for them, their major concern has become the countertask of somehow salvaging their own free will.

Her husband, for example, wants to retire and play golf in Florida, but Mrs. Hirsch knows that he wouldn't be happy permanently away from business and the city, so she sabotages his bids to sell his house and business. And since her daughter, Debbie, has agreed to marry a stuffy young lawyer before she has really got over her romantic attachment to a Greenwich Village beatnik, Mrs. Hirsch invites the beatnik to her house so that Debbie can see how much less appetizing he is than her fiancé.

But her wilful "giving things a little push" has unforeseen results. Because they all know that Mrs. Hirsch has arranged it, each responds by doing the opposite of what she wants. With the sky rapidly falling in on her, she rushes to the psychiatrist she formerly mistrusted, and accepts his advice to reverse all engines. She now affects complete unconcern with the terrible things her family is doing to itself. And of course the tactic works.

The play is at its best when it pits Mrs. Hirsch's intuition and will against the psychiatrically explained world. When, for instance, Debbie describes her former beatnik boy friend by saying, "He was free, I was inhibited," Mrs. Hirsch supplies the alternate, "You're a lady, he's a bum." Similarly, at one point, someone explains the term "sibling" by saying, "If there are two children in the family, one is a sibling," only to be asked "Which one?" Mrs. Hirsch's devastating reply is "The other one."

As the very correct psychiatrist who carefully asks questions instead of answering them, William Daniels is most amusing as he vainly tries to describe Mrs. Hirsch to his dictating machine in objective psychiatric terms, but ends up exasperatedly diagnosing her as "a lulu."

The rest of the cast seem to be accepting the assorted comic contrivances cheerfully enough, which may be a good thing since any too searching examination of the play's tenets would reveal the shallowness of its penetration into the subject matter. For "Dear Me, the Sky Is Falling" is a gentle and old-fashioned comedy about a grotesque modern situation, and will entertain us most if we, too, will pretend we don't notice the disparity.

WILLIAM BALL'S new production of Pirandello's **"Six Characters in Search of an Author"** at the Martinique Theatre constitutes a remarkably fresh production of this modern classic. By conceiving it in terms of today's young American actors, he has made the play less remote, and at the same time achieved a great deal of the play's marvelous paradoxical contrast between the deep human passion to be found in characters whose lives are defined by a few events, and the shallowness of actors who have the possibility of an infinite number of interpretations of numberless roles. Jacqueline Brookes, Richard Dysart, and Michael O'Sullivan give outstanding performances and are supported by a generally excellent cast. One might prefer a little more author's discipline in the actor's seemingly spontaneous rehearsal banter, but this is a minor reservation about a major Off-Broadway event. —HENRY HEWES.

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Nothing But the Facts

THERE was a brief reference in this space recently to **"The People Look at Television: A Study of Audience Attitudes,"** by Gary A. Steiner (Knopf, $7.95). This important addition to the television reference shelf warrants more attention. Written by an associate professor of psychology at the University of Chicago, it is a report of a study by the Bureau of Applied Social Research at Columbia University. Bernard Berelson, former director of the Bureau, writes in his foreword to the book that ". . . some findings of this study can be taken to support or oppose practically every position taken in the current discussion over the state of television. Both those who believe that the present system is the best of all possible systems and those who believe it is the worst will find things in this study to please and to displease them." This may be true, yet there is certainly more for the defenders of television to cheer about than there is for its critics.

Mr. Steiner does an objective job (although his own bias in favor of commercial broadcasting's basic philosophy is candidly set forth). There is a nailing down of "facts" about how people feel about TV, how they use it, what they like, miss, etc. None of the facts are particularly surprising: people generally like TV, depend on it chiefly for entertainment, often resent but suffer the commercials as the quid pro quo for free programs, say they'd like more information but rarely watch documentaries; and have become addicted to television on a no-excitement, lazy relaxation basis. The actual survey was made in 1960, before Minow and the Kennedy-Nixon debates but after the quiz scandals. There has probably been no significant change. It's been some time, however, since the industry has had such respectable support, and the danger is that some broadcasters, in their understandable enthusiasm, may distort the implications of the survey, which was financed by a grant of $135,000 from the Columbia Broadcasting System.

The purpose of the book was to clear away, by statistical evidence, rather than personal preference, "some aspects of the debate from further controversy." Two nationwide samples of 1,250 people each were interviewed, and a cross-check was made with a third sample of 300 people in the New York metropolitan area. The samples and techniques are impressive, but one should nevertheless be wary of drawing the conclusion that the study resolves the dilemma of TV's role in our society.

The book, as Mr. Berelson says, does not address itself directly to matters of taste and social values. "Certainly nothing in the book will settle any of the important issues revolving around American television, but everything in it is aimed at clarifying, verifying, discriminating the facts about the audience." The limitation is that this type of research has long ago reached a dead-end. Suppose the survey had found that most people said they were dissatisfied with television as it is and wanted more public affairs shows. The problem of how to balance majority and minority tastes under the present commercial sytem would still have been left untouched.

The problem is one of values, but it is also one of technique. The question is not "Who wants what and how much?" but rather "Is the configuration of want and need mobile; can it be modified in any direction?" Paul F. Lazarsfeld, founder of the Bureau of Applied Social Research, touches the nerve of the matter in his postscript to the study: "All such studies are by their nature static: they report the status quo, the existing pattern of preferences as related to social background. Are these patterns immutable?" What is the use of debating about uplifting people if we don't know whether or not, and how, such ends can be accomplished? Dr. Lazarsfeld suggests several experimental attacks on the problem, and says he hopes broadcasters will finance imaginative, long-range research in an effort to solve it. He, too, appears to have had enough of "fact-finding" that more often than not can be done by just looking around.

If, in experimental studies such as Dr. Lazarsfeld proposes, it can be shown that people's tastes *can* be modified, then there is some point in talking about whether or not we *should* modify them. Until then, the great cultural debate, supported by any number of respectable, empirical surveys of fact, will remain grounded. It is time the social scientists took off on their own space probes. Let us hope the industry will soon put its money into such imaginative research.

—Robert Lewis Shayon.

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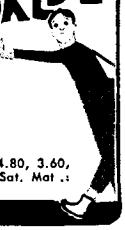
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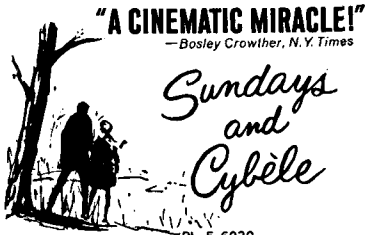
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MUSIC TO MY EARS

A Great "Otello" by Solti and McCracken

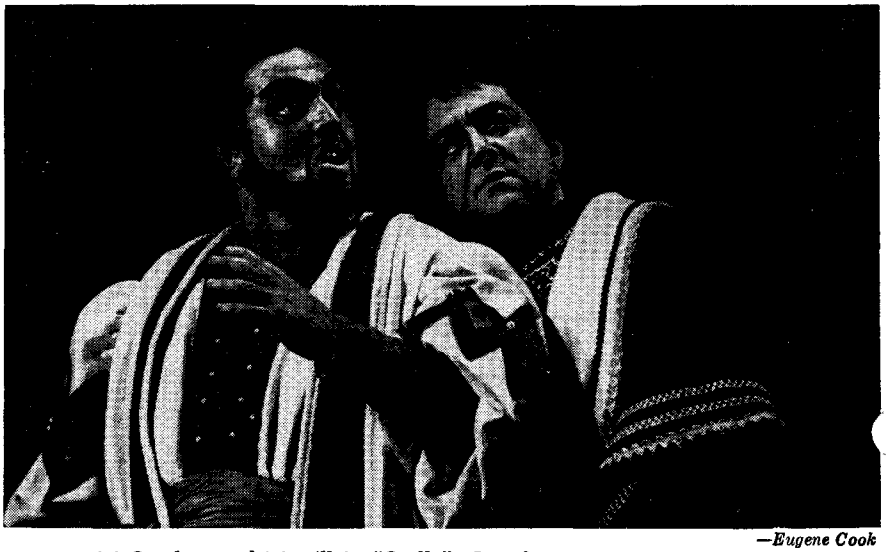
WHAT distinguishes "great" from merely "grand" in the production of opera has rarely been more clearly defined than in the current restoration of Verdi's "Otello" to the Metropolitan repertory. This being the new production of a work by Verdi, the assumption runs that there must be tons of costumes, acres of scenery, and clutters of crowds milling about to make it "grand." But what makes it great is the energy and knowledge poured forth in limitless measure by conductor Georg Solti in company with a well-balanced cast headed by the towering figure and voice of James McCracken, the first American-born Otello in the long history of this theatre.

There can be no "order of importance" here, for what one does would lose at least by half without the other. But since it is Solti who strikes the spark which ignites the fuse that makes such an explosive thing of this score, what he is doing commands first attention. The spark, so to speak, is nothing less than the shaft of lightning made into sound with which the storm-tossed first scene opens. What he establishes with it is not merely a grand order of sonority but, rather more, the magnitude of the tonal canvas on which Verdi has chosen to work. What he sustains in the scenes and acts that follow is a searching concern for the musical detail of Verdi's character-drawing which provides Shakespeare's tragedy with its fulfilling dimension. This is tonal painting on a grand scale, and Solti, in his valuation of it, is matching effect to effect with the Metropolitan's best conductors of "Otello" (Szell and Busch) in the recent past.

In other circumstances, McCracken's "second debut" at the Metropolitan might have exceeded all other considerations, but in these it is but a part, if a powerfully important one, of a totality for which the principal credit is Solti's. At his first debut in 1953, McCracken was lost in the crowd of "La Bohème" as Parpignol, and he rarely emerged from it for years thereafter. A firm conviction in the bulk of his voice and body (he weighs in at 240) impelled him to go abroad in search of the opportunity unavailable to him at home. What he accomplished since 1957 in Zurich and Vienna is the best evidence that his conviction was solidly founded.

Supposing that McCracken can keep both voice and weight in order, he should be a dramatic tenor of the first order for years to come. His "Esultate" was a command to attention at his entrance, and he proved soon enough that he can modulate his tonal thrust to float the kind of lyric sound desirable for the love music. Neither his baritona' low register nor his well-managed top are, of themselves, of prime quality (the analysts regard this as a "made" voice). Together, however, they give him a sound support astride this colossus of tenor parts.

Aided in no small measure by the perceptive direction of Herbert Graf, who trained him in Zurich and has returned to the Metropolitan to stage this production, McCracken uses his barrel-like frame as an asset rather than an impediment. He can move quickly, which gives the kind of decisiveness de-



—Eugene Cook

McCracken and Merrill in "Otello"—Grand opera was great opera.

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sirable in a military commander; yet he is quickly responsve to Desdemona's appeal. When Iago's poison begins to work, the wrath in so big a man is almost physically felt. His anger, so far, is greater than his anguish, but there are years ahead for him to savor the dregs of Otello's misery, to achieve the greatness for which is he destined.

As the poison-feeding Iago, Robert Merrill is both the beneficiary and the victim of a long career spent in singing the more benevolent baritones. It has preserved a richness of voice that enables him to toss off the "Bevas" of the drinking chorus with engaging ease, to trace the line describing Cassio's dream with insinuating charm, to color some lines of dialogue with virtuosity. But it has hardly prepared him for the more malevolent aspects of Iago, physical or musical. "Good old Bob," one is inclined to think. "He really can't be all that mean." So far, then, Merrill is more Merrill than Iago: it remains a real challenge for him to prove that ugliness, unlike beauty, is more than skin-deep.

In place of the absent Renata Tebaldi, Gabriella Tucci was contending not only with the tangible demands of Verdi's writing but also with the shadowy recollections of a fine singer and a beloved personality. She met the tangible challenge with artistry and vocal resource, and a youthful appeal that might have been enhanced by costuming better suited to her figure. Tucci also has the clarity of sound and the steadiness of control to impart the requisite sense of injured innocence to Desdemona's music, if not quite the breadth for the finale of Act III. Essentially, the appeal of Desdemona turns much on her success with the "Willow" song and the "Ave Maria" in Act IV, and these Tucci performed very well. The good Cassio of Paul Franke, an appealing Emilia by Mignon Dunn, and Bonaldo Giaiotti's substantial Lodovico sustained the values in these small but crucial parts.

What sustained all the values most, however, was the compulsion in Solti's conducting that enriched every sounding minute. This related not merely to the outbursts of the opening, or the snarl behind Iago's Credo, or the pomp of the ceremonial of Act III; but rather more to the manner in which Otello's "Dio! mi potevi" (the Shakespearian equivalent is "Had it pleased heaven to try me with affliction") was quietly sustained, between the singer's despairing gasps, by the orchestral strings. These and the brass, as well as the chorus, forgot routine in an all-out response to Solti's power of persuasion. In this striving for an absolute against the temptation of "good enough," he personified

(*Continued on page 80*)

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Baedeker for Books

By GRANVILLE HICKS

WHATEVER else may be said of **"The Reader's Encyclopedia of American Literature,"** edited by the late Max J. Herzberg and the staff of the Thomas Y. Crowell Company (Crowell, $12.95), it is an impressive piece of work—1,280 pages and 6,500 articles. The only strictly comparable volume is "The Oxford Companion to American Literature," which has less than a tenth as many entries and has not been revised since 1956. "Twentieth Century Authors" (1942), with its "First Supplement" (1955), treats many contemporary authors in more detail than the "Encyclopedia," but is of course limited in its scope. The evidence does not support the editors' claim that the "Encyclopedia" is complete and authoritative, but it is a useful book.

The editors have employed a broad concept of literature, which in general is probably a good thing. Not only is much attention paid to popular writers and their works; politicians, generals, actors, cartoonists, painters, composers, educators, sociologists, and men and women in a variety of other categories are included. What some of these people are doing here is not clear to me, nor does the information given about them always seem useful, but at least one cannot complain that the book is narrowly literary.

On the other hand, there are some strange and regrettable omissions. I can think, for example, of five critics who should have been included: Newton Arvin, Robert Gorham Davis, F. W. Dupee, Stanley Edgar Hyman, and Morton D. Zabel. (Curiously, each of these critics is cited at least once in connection with other writers). I can think of several novelists who are at least as worthy of consideration as many of those listed: Harriette Arnow, Dorothy Baker, Albert J. Guérard, Leonard Ehrlich, Henry Roth, Allan Seager, and Ira Wolfert. In view of the attention given to left-wing literature, it is surprising not to find the name of Joseph Freeman, who had so large a role in the development of that literature. And it seems to me that Whittaker Chambers belongs here on more grounds than one.

The book contains a goodly number of longish essays, sometimes signed and sometimes not, on the history of various literary forms in America (novel, drama, poetry, short story, etc.), on such subjects as magazines and newspapers, on literary movements, and on major writers. Most of these are good, and some are excellent. The topical essays, it is true, are crowded with names, but this could scarcely be avoided. It is interesting to note the allotment of space to particular writers: James has fourteen columns, Melville and Hemingway eleven each, Faulkner nine, Stephen Crane eight (Hart Crane only two), Mark Twain six, Hawthorne three, and Howells a little more than two. Although Faulkner does not lead the list, he is more fully treated than any other writer, for, in addition to the excellent principal essay by Cleanth Brooks, there are substantial notes on most of his books and useful genealogies of five of the prominent families in the Yoknapatawpha saga.

There are thousands of brief biographical articles and notes on particular books, stories, plays, poems, popular songs, and fictional characters. I question the usefulness of many of these entries. Here, for instance, is one note, typical of many: "K-K-K-Katy (1918), a song by Geoffrey O'Hara (1882-). It was very popular with the soldiers in World War I and later with civilians." Who do you suppose would look up "The Midnight Ride of Paul Revere" or "The Barefoot Boy" ("a tribute to the joys of childhood in the country")? Who would look up Sawyer, Tom, or Crane, Ichabod, or Ahab, Captain?

MANY books are described whose importance is not apparent to me—*e.g.*, Jean Webster's "Daddy-Long-Legs," Dashiell Hammett's "The Glass Key," Harold Bell Wright's "The Winning of Barbara Worth." (The Wright note, by the way, has sixteen lines, whereas the next entry, devoted to Theodore Roosevelt's "The Winning of the West," has ten.) Even the accounts of novels of distinction seem to me likely to serve only the purposes of some student who is badly prepared for an examination.

Proportions are often perplexing. There is more on Maxwell Anderson than on Sherwood Anderson, more on John Paul Jones than on James Jones, almost as much (twenty-two lines) on Gene Stratton Porter as on Katherine Anne Porter (thirty-four lines). Richard Rodgers rates six more lines than James Gould Cozzens.

All this, however, is of little importance in comparison with what seems to me the book's great fault—the introduction of gratuitous critical judgments. It is all right for the longer essays to be critical, for there is room to introduce supporting evidence; but in the shorter articles opinions are simply thrown in. I have noted scores of examples of this, only a few of which I can take space to cite. What does it mean when we are told that Edmund Wilson is "one of the ablest intellects and writers of our times"? I agree, but I want to know who says so and on what authority. Often I don't agree. Here is all we are told about Josephine Herbst: "Miss Herbst belongs with the so-called proletarian novelists. Although her depiction of life among the lowly is powerful, she often forgets her story in her too minute accumulation of physical and psychological details." I think we should be given objective information, not a grossly inadequate comment such as this. Some comments are simply stupid on the face of them: "Humphrey's writing has nothing of the academic, yet he is obviously a careful craftsman." Are we to assume that as a rule the writing of careful craftsmen has something of the academic?

In going through the book—let no one suppose I have read each of the 1,250,000 words—I have found a certain number of errors. It is stated that *The New Yorker* began in 1895—thirty years before the first issue appeared. Saul Bellow's "Herzog," which has not yet been published, is dated 1961. Of Conrad Aiken we are told: "In 1911 he became part of that famous Harvard class that included T. S. Eliot, Walter Lippmann, Robert Benchley, Van Wyck Brooks." Aiken entered Harvard in 1907, and his class, the class of 1911, included none of the men named. The extraordinarily brief note on Wright Morris states: "Morris is best known for his thoughtful novel, 'The Home Place.'" I doubt whether many people have heard of "The Home Place," whereas "The Field of Vision" won the National Book Award and had a large sale in a paperback edition. Of course there are bound to be mistakes in a work of this kind, but I am surprised that so many have leaped to my attention.

In short, the book falls some distance short of perfection, and since such an enterprise can be attempted only once in a long time, I wish it were better. Nevertheless for the moment it is the best that there is.

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When in Doubt, Leave the Safety On

By DAVID DEMPSEY

ELSEWHERE on this page is the result of *SR*'s poll of 44 newspaper critics concerning the 1963 National Book Awards. The divergence between their choices, as represented by a majority vote ("Ship of Fools," "John Adams," and "In the Clearing") and those of the NBA judges ("Morte D'Urban," "Henry James," and "Traveling Through the Dark") suggests that although both teams are playing the same game, known as Leading Contenders, they are using different scoring systems.

Leading Contenders was invented by the NBA Committee, and, to the best of my knowledge, it is not played by any other prize-giving body. In effect, it is a literary version of Russian roulette, a suspense-building technique by which the Committee extracts from the judges, in advance of the judging, a list of about six books in each award category that appear to have the best chances of winning. The way it works is this:

The judges are instructed to equip themselves with loaded pistols. However, five of the cartridges are blanks, and only one is the real thing. All six have been on display for several weeks, and it's anyone's guess as to which one will go bang. Public curiosity is aroused, tension mounts, and dealers stock up on ammunition. (They, too, have acquired five blanks for every real bullet, but they won't know which is which until the code is released from headquarters.) The day of decision arrives, the judges go behind locked doors, press the muzzles to the temple, and start squeezing the trigger. But don't worry. In the few years the game has been repeated, no judge has ever gotten so much as a powder burn. Leading Contenders is played with the safety on.

This is showmanship of the highest order, but it raises certain questions about the real purpose of the National Book Awards. Are they to be given, not only in recognition for the outstanding books of the year, but also—the "contender" system would seem to indicate this—as a device for making books more salable? We can understand that since money for the awards is put up by the book industry, a reasonable return on the investment is expected. Leading Contenders is one way of making art and commerce lie down together, albeit in a somewhat unkempt bed.

The big trouble is going to come when one of the damnfool juries picks up some unloaded pistols and shoots itself. (These things are bound to happen.) The winners won't have been picked from among the Leading Contenders, thus fouling up the whole system. By this time, everyone has been prepared for the wrong book. Dealers who stocked "contenders" must wire their orders for the real winner. Newspaper editors, with a folder full of

How the Critics Voted

OUT OF forty-four newspaper critics polled by *SR*, only Lewis F. Ball, of the *Richmond* [Va.] *Times Dispatch*, and Charles A. Brady, of the *Buffalo Evening News*, voted "Morte D'Urban," by J. F. Powers (Doubleday, $4.50), the most worthy novel of 1962 to receive the National Book Award in Fiction. In contrast, "Ship of Fools," by Katherine Anne Porter (Little, Brown, $6.50), was acclaimed by seventeen of the newspaper arbiters: James E. Alexander, *Pittsburgh Post Gazette;* David Appel, *Philadelphia Inquirer*; John Barkham, Saturday Review Syndicate; Alice Dixon Bond, *Boston Herald*; Charlotte Brunk, *Des Moines Register & Tribune*; Leslie Cross, *Milwaukee Journal;* Mary Stahlman Douglas, *Nashville Banner*; Paul Flowers, *Commercial Appeal*, Memphis, Tenn.; Diana Hobby, *Houston Post*; Donald P. Keith, *Easton* [Pa.] *Daily Express*; Francis A. Klein, *St. Louis Globe-Democrat*; Robert Perkin, *Rocky Mountain News*, Denver, Colo.; Dennis Powers, *Oakland Tribune*; Ivan Sandrof, *Worcester* [Mass.] *Sunday Telegram*; John K. Sherman, *Minneapolis Star & Tribune*; Thomas B. Sherman, *St. Louis Post-Dispatch*, and Shirley Williams, *Courier-Journal*, Louisville, Ky.

In nonfiction, Alice Dixon Bond and Frederick Yeiser, of the *Cincinnati Enquirer*, went along with the NBA judges in selecting "Henry James: Vols. 2 and 3," by Leon Edel (Lippincott, $8.50 each), as the most distinguished general study. But the first two volumes of "John Adams," by Page Smith (Doubleday, $14.50), would have been the choice of nine of the country's critics: Charles Brady; David Branch, *St. Petersburg* [Fla.] *Times*; Charlotte Brunk; Leslie Cross; Peggy de Morinni, *Buffalo Courier-Express*; Robert R. Kirsch, *Los Angeles Times*; Richard McLaughlin, *Springfield* [Mass.] *Republican*; Margaret Walraven Reid, *Wichita Falls* [Tex.] *Times*, and Shirley Williams.

"Silent Spring," by Rachel Carson (Houghton Mifflin, $5), also was accorded nine votes. For it were James Alexander; Paul Flowers; Theodore L. Holden, *Hartford Times*; Donald Keith; James J. Kilpatrick, *Richmond* [Va.] *News Leader*; Francis Klein; Josephine Lawrence, *Newark News*; Virginia Pasley, *Newsday*, Garden City, N.Y., and Thomas B. Sherman.

August Derleth, of the *Capital Times* in Madison, Wis., was the sole newspaper critic to agree that NBA poetry honors should go to "Traveling Through the Dark," by William Stafford (Harper & Row, $3.50). Had it been up to the press people, the prize would have gone to Robert Frost's "In the Clearing" (Holt, Rinehart & Winston, $4), with nineteen votes—those of Messrs. Appel; Ball; Barkham, and Brady; Miss Brunk; Robert A. Cromie, *Chicago Sunday Tribune*; Miss de Morinni; Mrs. Douglas; Mr. Flowers; George Freedley, *New York Morning Telegraph*; Victor P. Hass, *Omaha World-Herald*; Mr. Kirsch; Miss Lawrence; Edward A. Laycock, *Boston Globe*; Hoke Norris, *Chicago Sun-Times*; Sam Ragan, *News & Observer*, Raleigh, N.C.; Mrs. Reid, and Mr. Sandrof.

Those casting ballots for less popular titles included Floy W. Beatty, *Nashville Tennessean*; L. D. T. Cox, Jr., *Charlotte* [N.C.] *News*; Glendy Culligan, *Washington Post*; Hudson Grunewald, *Washington Star*; Stanton Peckham, *Denver Post*; Robert I. Snajdr, *Cleveland Plain Dealer*; Lon Tinkle, *Dallas Morning News*, and George Troy, *Providence Journal and The Evening Bulletin*.

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canned biographies and glossy prints mailed ahead of time, will be caught short. What will happen then?

We think we know what will happen then: everyone, including the winning authors, the judges, and the NBA Committee itself, is going to give a huge sigh of relief. A system that can't break down is not to be trusted; and nothing is as damaging to the prestige of prize-giving as predictability.

And nothing is as difficult, in this, the fourteenth year of the awards, as picking the "most distinguished" work of nonfiction. "'Patriotic Gore,' by Edmund Wilson, versus Alfred Kazin's 'Contemporaries' might provide some spirited competitive interest," writes William Hogan of the San Francisco *Chronicle*, in reply to *SR*'s poll. "Both, after all, are critics. But either of these pitted against Rachel Carson's 'Silent Spring,' or Frederic Morton's 'The Rothschilds,' creates a baffling situation. The idea that one might be 'more distinguished' than another, which has no relation to it, is as wild a premise as the situation in George Orwell's 'Animal Farm' wherein all animals are equal, only some are more equal than others."

A committee of the American Book Publishers Council has been fretting over just this problem for some time, and in its report to the full Council membership it recommends that the awards be expanded from three to five, beginning next year. The new prizes would, in effect, result from the fission of the present catch-all nonfiction award into a History Medal, a Sciences Medal, and a Humanities Medal. (The usual donation of $1,000 would accompany the new medals.) Okay, Mr. Hogan?

THE committee also recommends that a Gold Medal and $5,000 be given "to a living American writer chosen by the National Book Committee to be honored for his total contribution to American creative literature." This is what is usually called a "career" prize, and elsewhere in its report the publishers' committee strongly implies that it will give the National Book Awards more "status." The presentation is to be made during National Library Week, and the suggestion has been made that it take place at the White House, with the President doing the honors.

Which brings us back to where we came in. Do we want "status"—*i.e.*, more publicity—or do we want to discover good new books? Status is something you achieve by buying a new Cadillac or an old Packard, but it has nothing to do with literature. The

(*Continued on page* 47)

BYGONE BRITAIN

How Grim Was Their Island

"The Great Hunger: Ireland 1845-1849," by Cecil Woodham-Smith *(Harper & Row. 510 pp. $6.95), recreates the horror of the potato famine, when a million Irish died and thousands more fled to other shores. Constantine FitzGibbon, a member of the Irish Academy of Letters, is an American citizen resident in England. He is the author of a book about Ireland, "Miss Finnegan's Fault," as well as of novels and contemporary history.*

By CONSTANTINE FITZGIBBON

GENOCIDE is not a pleasant subject, and this is not a pleasant book. It is, however, a very fine one, as might be expected from the pen of Cecil Woodham-Smith, whose life of Florence Nightingale and whose account of the Charge of the Light Brigade established her position among Britain's best, and most readable, historians.

Genocide has no heroes, only victims and villains. The victims here are the people of Ireland as they existed before the potato blight of 1845—a gay, rather lazy, highly gregarious society of some nine or ten millions of souls. The population had increased vastly in the previous two or three generations, and the Irish were by then living in great measure off the easiest and most nutritious crop of all, the potato. They had proliferated, particularly in the more savage West, to which Cromwell had driven their forebears, until estates were cluttered with cottages—or cabins, as they were called—whose inhabitants were habitually near or below the starvation level and were equally behind with their rents and rates. They almost never saw money. And the landlords, many of whom were English absentees, were anxious to clear these feckless and unproductive people off their properties. But it was not they who were the real villains.

An Act of Union had been rammed down Irish throats in 1801. When the blight struck, Ireland and England were one country. The Irish did not even possess state rights, and all administrative decisions, including famine relief, were taken in London. The man directly responsible for public relief was Sir Charles Trevelyan, who was also the creator of that admirable instrument, the modern British civil service. But his record during the famine, like that of the Tory and Whig governments he both dominated and served, was deplorable.

He only visited Ireland once. His

—Bettmann Archive.

Peasantry seizing the potato crop of an evicted tenant near Tralee, Kerry

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policy was that Irish famine relief should be paid for from Irish resources, which, meager enough to begin with, were soon exhausted by the enormity of the catastrophe. He was such a doctrinaire *laissez-faire* economist that he even forbade the distribution of free seed after the first year's famine lest this act of sensible charity interfere with the profits of the seed merchants. His theories were perhaps not as evil as those of Eichmann, but they killed almost as many people. A million Irish died, and thousands more fled the accursed land.

Meanwhile the landloards continued their evictions. One such landlord, turning starving peasants out to almost certain death, was that famous British Foreign Secretary, Lord Palmerston. Mrs. Woodham-Smith quotes an emigrant whose wife died as soon as they reached Canada: "By that cross, Mary, I swear to avenge your death. As soon as I earn the price of my passage home I'll go back and shoot the man that murdered you—and that's the landlord." And this feeling has of course remained until very recent times, perhaps even until today, among the Irish in the New World. "There was, moreover, a bond which held Irish to Irish which no other nation shared, Irish hatred of England, the burning sense of injustice, resentment, and the feeling of dispossession with which nine out of ten emigrants left their native land."

Year after abominable year it went on, the recurring famine, the meanness of London, the pestilence, the evictions. Hatred of the English reached a violence that only republican independence could quench. And the long-fused rebellion set the tone for all those other revolts that have now sundered the once great British Empire. If it is sundered with loss to some of the subject peoples, this still does not conceal the fact that in Ireland, in the 1840s, the English governing class had proved itself unworthy to rule over other peoples.

> "I have always felt a certain horror of political economists," said Benjamin Jowett, the celebrated Master of Balliol, "since I heard one of them say that he feared the famine of 1848 in Ireland would not kill more than a million people, and that would scarcely be enough to do much good." The political economist in question was Nassau Senior, one of the Government's advisers on economic affairs.

Any government that employs people of such debased morality as its advisers in the economic or any other field forfeits for its own people the right to rule over anyone at all.

Servants, Saints, and Sinners

"What the Butler Saw," by E. S. Turner *(St. Martin's Press. 304 pp. $4.95), surveys the Servant Problem, principally in Britain, for the past 250 years. Iola Haverstick has herself coped with idle maids and nurses in Connecticut and New York.*

By IOLA HAVERSTICK

ACCORDING to British social historian E. S. Turner's eminently civilized — and preeminently British — survey of the Servant Problem in England and the U.S., the backstairs of Britain have been as influential in their way as the playing fields of Eton. Consider the excessive seduction of idle serving maids, by footmen and master alike, which provoked printer Samuel Richardson in 1740 to write "Pamela, or Virtue Rewarded." Not only did this sentimental tale remain the servant girl's bible well into the nineteenth century, but it also caused so much stir in its day that clergymen recommended it from their pulpits.

Underworked primarily because they were so numerous, the majority of eighteenth-century servants, caught in the shift from a rural to an industrial society, had no alternative beyond domestic service. As footmen, valets, grooms, maids, and nurses they catered not only to masters and mistresses, but also to a hierarchy of stewards, butlers, head coachmen, and housekeepers. Corrupt and insubordinate, they openly demanded "vails" or tips from callers and dinner guests. If a guest refused, he was liable to find fish sauce on his mutton or pickles in his apple pie.

Eighteenth-century extortion, however, could not compare with nineteenth-century graft as the onset of the Industrial Revolution created a wider gulf between the front stairs and the back by liberating middle-class women from the domestic arts and skills. Interested only in "keeping her position," a self-respecting mistress avoided the pantry. In return her servants liberally dispensed her money to tradesmen (after helping themselves first) and either sold or gave away her food to anyone who happened by.

While they did nothing to change this condition, aside from providing more food, the Victorians sought to improve their servants by stressing "the divine aspect of drudgery." They were cautioned that "not only did God dislike to see servants cheating, drinking, and guzzling, but He disapproved of the restlessness which drove them to change their places unnecessarily."

—From Radio Times Hulton Picture Library.

"The pleasures of service."

It was not until the 1880s that the shortage of help became acute as young women flowed into factories, shops, and offices. The problem, however, stemmed less from a lack of womanpower than from a lack of women with the desire and aptitude to work in other people's houses. "The chief, the inescapable, reason for the Servant Problem was the failure of the mistresses of Britain to lighten the conditions of service at a time when the nation was raising its social standards and shaking off old injustices." Despite such attempts at redress as that of Queen Alexandra, who in 1901 instituted a series of "Queen's Teas" for London maids of all work, servants, aware that they were regarded as a problem, "went out of their ways to be one."

Altogether Mr. Turner's multifarious observations and anecdotes about the master-servant relationship make "What the Butler Saw" a valuable contribution to the lighter side of social history. Certainly there is inspiration to modern masters and mistresses in the words with which the irascible Thomas Carlyle dismissed a maid for tossing plates on the table "as if they were quoits": "To your room at once. Wages tomorrow morning. Disappear!"

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SOURCE BOOKS

The Best of References

By DAVID M. GLIXON, *a book editor to whom reference works are as porthole, compass, radar, and deck chair to the voyager.*

IT HAS been such a prolific year for reference books that, although the roundup has been granted additional space, we have had to omit some categories and restrict others. Our classifications are fairly loose, and are taken up in this order: (1) dictionaries of the English language, (2) general encyclopedias, (3) bilingual dictionaries, (4) American history and politics, (5) yearbooks, (6) Biblical and religious works, (7) non-Biblical ancient cultures, (8) art, (9) music, (10) etiquette, (11) geography. (If a few mavericks creep in, just pretend not to notice.)

We have taken an apprehensive look at the forthcoming **Webster's Seventh New Collegiate Dictionary** (Merriam, $5.75 up)—apprehensive because, since it is the first desk dictionary based on Webster's Third New International unabridged, we feared it would have the latter's deficiencies along with its virtues. Like W3, 7Coll has liberal criteria of word usage: In order to justify "like a cigarette should," for example, it goes back over a century to dredge up a similar usage by Keats; *irregardless* is not labeled erroneous or even substandard—merely nonstandard. Also, since 7Coll follows W3's arbitrary single-phrase defining technique, too many definitions approach unreadability.

But in other respects our scrutiny of 7Coll was reassuring. In our *SR* criticism of W3 (Sept 30, 1961; reprinted in "Dictionaries and *That* Dictionary," ed. by James Shedd and Wilma R. Ebbitt) we complained that the new pronunciation key did not appear on any text pages; in 7Coll it runs at the foot of every other page. W3 has an absurd policy of not capitalizing proper names; the capitals are restored in 7Coll. W3 identifies neither persons (whether real or mythological) nor places; 7Coll has an excellent gazetteer and an extensive biographical section, and lists the gods and goddesses in the main body. Favoring sciences over the humanities, it still fails to list titles of books, operas, and paintings, though other modern desk dictionaries find room for them. But otherwise the newest Collegiate is a remarkable work—130,000 entries, 1,221 pages—compact yet amazingly comprehensive, and worthy of the 1960s—a breath of fresh air in lexicography.

Textual thumbnail drawings are a commonplace of American dictionaries. England has recently given birth to the first **Oxford Illustrated Dictionary** (Oxford, $12.50), which, though only two-thirds the size of 7Coll, has almost as many pictures (1,700 *vs.* 1,800), and they are generally larger and more detailed. The emphasis here is on the encyclopedic. The single vocabulary includes names of people, places, and events, each of which receives fuller biographical or historical treatment than a dictionary commonly affords. Entries are mostly self-pronouncing; few give derivations, and there are no synonymies. Those who prefer fuller coverage of "things" to linguistic subtleties may not consider the price too high.

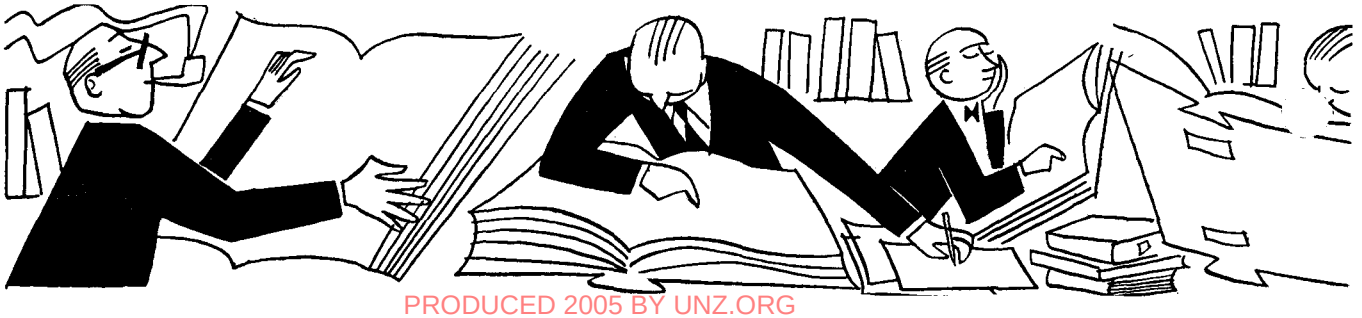
Though **Webster's New World Dictionary: Elementary Edition** (World, $4.50), intended for grades four to eight, has just as many line drawings, it concentrates on a suitable vocabulary of some 44,000 entries; and its 808 pages are set in type larger than that of an adult dictionary. Many of the pictures are shaded to bring out significant details; even abstract ideas and facial expressions are depicted. Proper names (places, people, fictional and mythological characters, etc.) are treated in the general vocabulary, but one misses the scores of little maps featured in the Thorndike-Barnhart Junior Dictionary. Definitions are clear and well buttressed with usage examples.

The Dictionary of American Underworld Lingo (Citadel, paperback, $2.25) is an authentic if unacademic storehouse of words rarely to be found in either the conventional works mentioned above or the major Dictionary of American Slang (Crowell, 1960). A quarter of the book gives the cant equivalents of standard words and phrases. Diverting as well as informative (but not quite "an encyclopedia of criminal technique," as claimed on the cover).

Also seldom found in dictionaries is the genealogy of many everyday terms such as those included in the **Dictionary of Word and Phrase Origins,** by William and Mary Morris (Harper, $6.95). In leisurely fashion they discuss and speculate on 3,000 items like the Admirable Crichton, the chunnel (Channel tunnel), lemon sole, yes mer and "come a cropper," which they occasionally do themselves (wrong pronunciation for *Apartheid*, wrong source-language for zoo).

Can a poor speller become a good speller? Norman Lewis implies an affirmative answer in his **Dictionary of Correct Spelling** (Harper, $3.95). Its most delightful feature is the placing of commonly misspelled words in the alphabetical places where the average misspeller is likely to look for them, as *napsack* in the *n's* (but sometimes the typesetter is poor at misspelling, and confounds the issue by his own compulsive correctness). Hints are given for over 5,000 words, though who's going to remember the "130 simplified rules"? And Mr. Lewis shouldn't have devoted so much space to compounds: he lays down laws for usages on which dictionaries differ widely. However, if your disease is curable, he is a personable physician.

Pears Cyclopedia (Arco, $5) is a



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dozen books in one. Comparable in size o our World Almanac, it has been issued in England annually since 1897, and should be welcomed here in spite of a few British-oriented features. Its 1,200 jammed but attractive pages, bound in hard covers, are divided into twenty-one sections, among them an eighteen-page "Literary Companion" (versification, figures of speech, foreign phrases, etc.), a Chronicle of Events from the formation of the planet to the Eichmann verdict, 400 paragraphs on Greek Myths (plus a glossary), a World Atlas and 200-page Gazetteer, a 3,000-word dictionary of General Information, guides to gardening, cooking, pets—a fantastic, fascinating, useful compendium and a true bargain.

There's also a **Junior Pears Encyclopaedia,** second edition (Arco, $3.50), an entirely separate work aimed at the eight-to-eighteen group, with illustrated sections on natural history, sports, hobbies, the arts and sciences, and the space age. Even allowing again for British emphasis, this nicely printed 660-page volume is another bargain.

Incidentally, the publisher of The Book of Knowledge and other encyclopedias now has on the presses the first edition of the **Encyclopedia International,** to be issued this spring in twenty volumes (Grolier, $199.50). Intended for junior and senior high-school students, it utilizes the latest pictorial and diagrammatic techniques to implement the alphabetically arranged articles. The set should be seriously considered by anyone in the market for a reference work at this level.

The Vest Pocket Dictionary of Famous People (Random House, $1.25), providing more than 6,000 biographies, is about the handiest of all such compendia. Pronunciations of foreign names are given for both the original language and the anglicized form. Entries run from two-line identifications to eleven-line analyses of literary influences, scientific discourses, or philosophical principles. Coverage of recent figures is uneven: Anouilh, Frederick Loewe, and J. D. Salinger are absent, though listed in 7Coll; the reverse is true of Ionesco, Lumumba, and Kasavubu.

Also new in this attractive limp-clothbound series is **Russian Vest Pocket Dictionary** (Random House, $1.25). The two-way vocabulary of 30,000 entries, selected for frequency and based on American usage, is preceded by a pronunciation guide and a brief list of words selected to show that the Russian language is really not as awful as it looks.

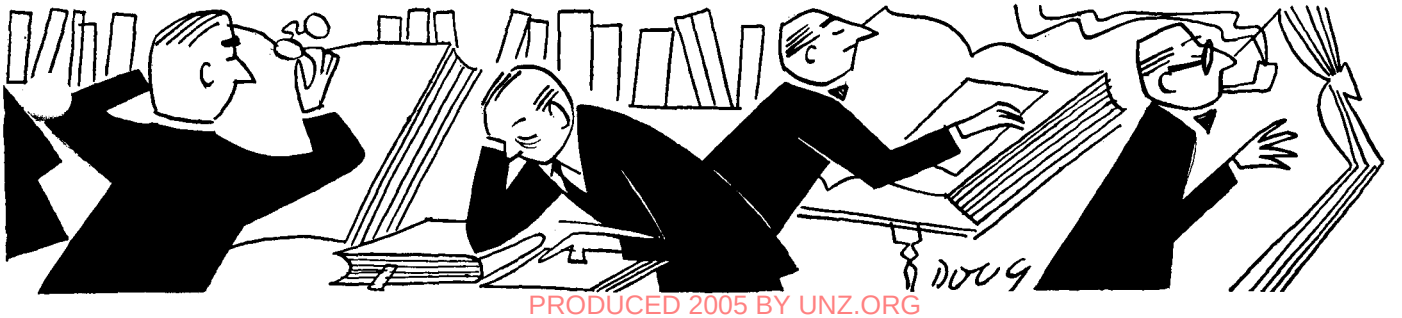
At the opposite end of the size scale is **Langenscheidt's New Muret-Saunders Encyclopedic Dictionary,** of which there reposes before us the 900-page A-M volume of the English-German section (Barnes & Noble, $17.50). Of encyclopedic dimensions, containing altogether 180,000 main entries in English, exhaustive in treatment, the revised edition would seem to live up to the high standards of its namesakes. Clear explanations in German facilitate the exact choice of the right equivalent of English terms. *Laser* and *maser* have escaped the editor, but *jet* combinations have eighteen entries, and terms like *desegregation* and *lunatic fringe* are treated with their full current implications; *dime novel* and *dime store* and (*play*) *hooky* are identified, and *get* and its combinations get one and a half pages, classified and subclassified.

For a single volume on the Italian language, one could hardly do better than with the **Garzanti Comprehensive Italian-English English-Italian Dictionary** (McGraw-Hill, $17.50), which boasts 120,000 entries. Here the English *get* gets a page, the Italian *fare* nearly one and a half pages, with dozens of examples for the latter's English equivalents of *do, make, be,* and *have,* and a hundred varied idiomatic uses of that versatile verb. Under *reazione,* in combination, are such uses as *chain reaction, acoustic feedback, jet-plane, reaction time,* and *jet propulsion.* For nonvocabulary functions the dictionary is pro-Italian. Although every entry in the Italian-English section has an accent mark on the stressed syllable, there is no guide to the pronunciation of Italian letters (in the phonetic symbols for English the one for the *sh* sound is incorrect); and while paradigms are printed for English irregular verbs, no such help is given for Italian verbs. But for purely lexicographical functions, the book is highly recommended.

So much for broad-spectrum word books and encyclopedias. Turning to the special fields, let's begin with the **Concise Dictionary of American History** (Scribners, $19.50), a recasting and abridgment—in 1,156 large two-column pages of small but clear type—of a six-volume work originally edited by the late James Truslow Adams. It is not a biographical dictionary; persons are treated as foci or facets of historical events. Thus the Presidents have no listings of their own; they will be found, via the index, in the series of articles on the quadrennial Campaigns, in the table of Presidents, in connection with legislation, treaties, speeches, and doctrines. In a four-page study, American literature is traced from Anne Bradstreet to Ray Bradbury. The New Deal is given five pages, "The New England Primer" has a paragraph to itself, and in an article on the Negro in America we learn that their higher education began in 1774 with the enrollment of two seamen at the College of New Jersey for training as missionaries to their native Gold Coast. The book's range is wide, the writing is skilful, and the facts are readily accessible for browsing, reference, or study.

Two new political lexicons yield valuable historical insights: Senator Eugene J. McCarthy's **Crescent Dictionary of American Politics** (Macmillan, 182 pp., $5), and **The American Political Dictionary** (Holt, Rinehart & Winston, 383 pp., $5.95), by Jack C. Plano and Milton Greenberg. McCarthy's work has a single alphabetical sequence for about 1,000 articles averaging sixty words apiece. They are illustrated with political cartoons and supplemented by a brief rundown on the fifty states and diagrams of governmental bodies. The Plano-Greenberg work has over 1,100 articles, averaging 200 words each and grouped under eighteen main heads (The U. S. Constitution, Civil Liberties, Government and Labor, Agriculture, etc.). Most of these in turn are broken down into Important Agencies, Cases, and Statutes. Finally, each article consists of a paragraph of definition followed by one on the item's significance. While the Senator's book is pleasant and usable, he must yield the floor to

(*Continued on page* 48)



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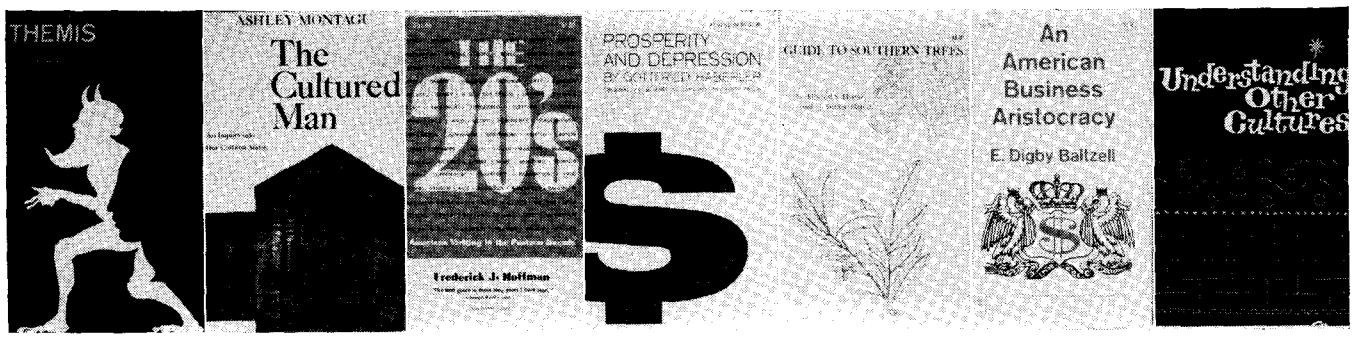

PICK OF THE PAPERBACKS

GOOD NOVELS, as any publisher will tell you and no unpublished writer will believe, are hard to find. Delta Books is looking for a first-rate manuscript; last year they offered a $5,000 award, but judges Mary McCarthy, Leslie Fiedler, and Walter van Tilburg Clark didn't think any of the entries worthy. Now the prize money is doubled to $10,000. Not less than 50,000 words, and the deadline is June 30. That's Dell Publishing Co., 750 Third Avenue. New York City. By the way, the Delta prize is for "adult fiction" only, and we're told that this discounts westerns, mysteries, and science fiction. Ah, the people we know who have been reading kiddie fare for years.

WHAT'S NEW: For people who wait eagerly to read the best sellers in paperback, Pyramid is bringing out Louis Nizer's **"My Life in Court"** (95¢) . . . World Publishing Co. has a new "library-sized" series called Forum Books, which will include fiction and nonfiction. Among recent titles are such varied offerings as I. J. Singer's novel, **"The Brothers Ashkenazi"** ($2.75), Ashley Montagu's **"The Cultured Man"** ($1.45), and Art Buchwald's **"Don't Forget to Write"** ($1.55) . . . Gourmets, take note: here's a new book that promises to tell all about the grape, William S. Leedom's **"Vintage Wine Book"** (Vintage, $1.95). Atheneum, which presents in paperback books previously published in hardcover by the Harvard and Princeton university presses, is now adding Stanford University Press titles to its already impressive list . . . Gerald Gardner is one of the most successful Kennedy-satirizers. His latest cartoon creation is "Miss Caroline" (Gold Medal, 35¢), about a cute little girl who asks such questions as "Daddy, what's a dynasty?" or "Isn't Daddy ever going back to drinking Cuba Libras?" . . .

QUOTED AROUND TOWN: English novelist Frank Tuohy, whose collection of short stories, **"The Admiral and the Nuns,"** recently appeared in Scribners First Edition series ($1.65; see page 45) said, "For me novels are about people belonging; for the characters in my stories the world does not unfold and they do not try to understand it; it is simply there and they try to survive." . . . Another Englishman, Kingsley Amis, has a jauntier view of life. His newest book in paperback is **"Take a Girl Like You"** (Signet, 60¢), though he's far more famous as the creator of "Lucky Jim." Mr. Amis, who has been teaching at Cambridge University, said recently, "I dislike the excessive formality of Cambridge faculty life; too much dressing up and respectability. I don't like having to wait for a smoke after dinner until the Port has gone around the high table twice." Mr. Amis would like a job in America. Any offers? He did, after all, have a visiting professorship at that casual old American place called Princeton.

—ROLLENE W. SAAL.

THE REFERENCE SHELF

Reference books, even in paperback, are not only collectively but individually perennial. The list grows steadily and, unlike many a fragile literary flower, endures. Dictionaries and their like rarely go out of print. Reasonably current and intriguing among them is **Dictionary of Foreign Terms** (Bantam, 75¢). In the event that more is demanded on your travels than "Where are the snows of yesteryear?" you can find out that *pensa molto, parla poco e scrivi meno* means what you'd guess in Italian; that *cherchez la femme* is not the battle cry of Pigalle but a *modus operandi* for the *gendarmerie;* that *maklak* is Eskimo for "bearded seal," and that more sayings in all languages seem to begin with *amor* than with any other word.

From **"The Dell Crossword Dictionary"** (Delta, $1.65) you'll learn that *canada* is a small canyon and the *ule* is a caucho tree, whatever that is. This book is delightfully and practically cross-indexed, with a section at the end giving abbreviations ("i.e.," "d-a") and listing all the filler possibilities, *e.g.* dea, dha, dia, dra, and dua, with the definitions. It's great for the New York Sunday *Times* and for *SR*'s Double Crostic.

Fascinating for browsing is **Dictionary of American Underworld Lingo** (Citadel, $2.25), which the editors claim to have compiled with the aid of "a board of underworld advisers" with names like Bad Bill, Chop Chop, Dippo, and Red Mack. And just to prove that crime doesn't pay, most of the lingo by far is associated with prison.

In the supplementary pronouncing guide to **A Dictionary of Synonyms and Antonyms,** by Joseph Devlin (Popular, 75¢), it was reassuring to find that both *exquisite* and *berserk* are accented on the first syllable. Commercial and news announcers, please note.

More academic is **"A Reference Guide to English Studies,"** compiled by Donald F. Bond (Phoenix, $1.95), a handy aid to research. The obvious literary references are here, of course, as well as guides to the use of the library catalogues, newspapers, and periodicals. There's also much helpful information regarding genealogy, biography, and doctoral dissertations. It's stretching it a bit to call **"The Modern Researcher,"** by Jacques Barzun and Henry F. Graff (Harbinger, $1.95), a reference book, but the authors have produced a commonsense manual of methodology that is lucid and helpful. **"The College and Adult Reading List of Books in Literature and the Fine Arts"** (Washington Square Press, 90¢) is a carefully eclectic selection, a survey by many scholars of some of the best

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essays written on the subjects of literature, art, music, and the dance. **"Good Books for Children"** (Phoenix, $1.95) not only lists the classic juveniles, with brief summaries, but also attempts to identify the outstanding children's books published between 1948 and 1961. Two Dolphin reference books are **"Plot Outlines of 100 Famous Novels"** and **"Plot Outlines of 100 Famous Plays"** ($1.45 each). It's absurdly easy to condemn them, useful as they are: a cursory glance turns up no "War and Peace," no late Henry James, no William Faulkner, no James Joyce; while among those represented are Anthony Hope, Sir Walter Scott (three times), Pearl Buck, Erich Maria Remarque, and Selma Lagerlöf.

Bargain hunters will be pleased to discover **"Free and Inexpensive Educational Aids"** (Dover, $1.50), by Thomas J. Pepe, which catalogues more than 1,800 books, films, slides, and other visual material. **"Career Guide for Young People,"** by Mary Furlong Moore (Dolphin, 95¢), has a section on the requirements of the Peace Corps and its advantages as a temporary occupation. Did you know that after serving out the full two years the volunteer receives a $1,800 bonus?

"Non-Christian Religions A to Z" ($2.50) is the first of four reference books planned by Universal Library. Music, anthropology, and philosophy are the subjects of the next three A to Z volumes. This book is concerned with religion through history and includes the Celtic mysteries, Bahai, Hinduism, and Zoroastrianism.

If you're down South and on one of those fifty-mile hikes, **"Guide to Southern Trees,"** by Ellwood S. and J. George Harrar (Dover, $2.25), will be easy to tuck into a pocket. Painstaking drawings illustrate the foliage of such trees as the Butterbough and the Two-wing Silverbell. A very handsome book. And if your eye for nature extends even further, look to **"Celestial Objects for Common Telescopes"** (Dover, 2 vols., $2.25 each), in which every visible star is located and examined and a goodly number of them photographed.

OTHER PEOPLE

"The notion that if people would just get to know one another they would be friends and everything would be all right is as dangerous as it is sentimental," writes anthropologist Ina C. Brown in **"Understanding Other Cultures"** (Spectrum, $1.95). She goes on to explore the habits of people quite different from us: the Japanese and their custom of nude co-ed bathing, foreign men who greet each other with embraces, and Africans to whom spitting is a solemn ritual. It's an informative book for the general reader.

More specialized than Dr. Brown's study but nonetheless of value to the layman is **"Culture and the Evolution of Man"** (Oxford, $2.95). Ashley Montagu is the editor, and he has gathered a number of interesting articles by such men as Leslie A. White, Loren C. Eiseley, and J. B. S. Haldane, all of which deal with the effects of cultural factors on man's development.

A particularly well done work is **"They Studied Man,"** by Abram Kardiner and Edward Preble (Mentor, 75¢), which follows the careers of ten scientists who have contributed to our knowledge of society, among them Darwin, Ruth Benedict, James Frazer, and Franz Boas. Each essay is a handsomely drawn vignette of a significant human being.

Danish anthropologist Kaj Birket-Smith is an authority on those societies that still exist on an underdeveloped level. **"Primitive Man and His Ways"** (Mentor, 75¢) discusses the Maori, the Lapps, the veiled Tauregs of the Sahara desert, and the wandering Australian aborigines.

More than fifty years have passed since Jane Ellen Harrison wrote **"Themis"** (Meridian, $2.45), subtitled "A Study of the Social Origins of Greek Religion." The immortal classicists Gilbert Murray and F. M. Cornford contributed chapters to this book, which is a distinguished investigation of the "daimon," of Dionysus as opposed to the later Olympians. It remains one of the major sources of contemporary interpretation of myth.

And surely no collection of books about primitive peoples would be complete without at least one by Margaret Mead. **"Growing Up in New Guinea"** (Apollo, $1.95), written more than thirty years ago when Dr. Mead first visited the Island of Manus, studies the adolescent in a society then almost untouched by outside civilization.

THE POWER ELITE

The greatest change in the economic structure of our country during the past thirty years is unquestionably the growth of labor unions. A wealth of literature, much of it making its way into paperback, records this expansion. One of the more impressive series has just been published by John Wiley & Sons, and is edited by Walter Galenson of the Institute of Industrial Relations at the University of California. Each of the nine books deals with a separate union, presenting facts on its methods of self-government and other pertinent information about its inner workings. Among these new publications are Michael Harrington's **"The Retail Clerks,"** Sam Romer's **"The International Brotherhood of Teamsters,"** and Lloyd Ulman's **"The Government of the Steel Workers' Union"** ($2.95 each).

Speaking of unions reminds us that last year Anchor published **"Union Democracy: The Internal Politics of the ITU,"** by Sociologists Seymour Martin Lipset, Martin Trow, and James Coleman ($1.95). It's the story of the International Typographical Union, and if that seems dull just ask the New Yorkers who were without newspapers for more than three months.

In case you've wondered how trade unionism grew to its present mammoth proportions, Leon Litwack's **"The American Labor Movement"** (Spectrum, $1.95) offers the answers in the words of labor's greatest leaders. This anthology of texts from such men as Samuel Gompers, Mark Hanna, and Walter Reuther illustrates with remarkable clarity labor's struggles through this century.

Paperbacks not obtainable from local bookstores may be ordered directly from the publishers, whose addresses follow. Please allow four weeks for delivery and add to price of book 20¢ for postage and handling.

Anchor and Dolphin, 575 Madison Ave., New York 22, N. Y.
Apollo, 425 Park Ave. S., New York 16, N. Y.
Bantam, 271 Madison Ave., New York 16, N. Y.
Citadel, 222 Park Ave. S., New York 3, N. Y.
Delta and Harbinger, 750 3rd Ave., New York 17, N. Y.
Dover, 180 Varick St., New York 14, N. Y.
Forum Books and Meridian. 2231 W. 110 St., Cleveland 2, Ohio
Gold Medal, 67 W. 44th St., New York 36, N. Y.
Mentor and Signet, 501 Madison Ave., New York 22, N. Y.
Oxford, 417 5th Ave., New York 16, N.Y.
Phoenix Books, U. of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.
Popular Library, 355 Lexington Ave., New York 17, N. Y.
Pyramid, 444 Madison Avenue, New York 22, N. Y.
Scribner, 597 5th Ave., New York 17, N. Y.
Spectrum, Prentice-Hall, Englewood Cliffs, N. J.
Universal, 1107 Broadway, New York 10, N. Y.
Vintage, 501 Madison Ave., New York 22, N. Y.
Washington Sq. Press, 630 5th Ave., New York 20, N. Y.
John Wiley, 440 Park Ave. S., New York 16, N. Y.

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Facts and Ideas

By ALICE DALGLIESH

"FACTS are the framework for ideas, and the writer who has not used his facts to develop ideas has failed to write a good book." This quotation is from an article, "What Makes a Fact Book Good," by Anne Terry White, in a useful paperback that recently came to me: **"The Children's Bookshelf: A Parent's Guide to Good Books for Boys and Girls,"** prepared by the Child Study Association of America (Bantam Reference Library, 60¢). A small paperback, it contains a great deal: essays on various aspects of reading from fairy tales to fact, a section on "Books About Children and Family Life," as well as lists of books.

For the last few weeks I have been looking over encyclopedias that I know and those with which I was not so well acquainted, along with some new or revised ones that had come in for review. It occurred to me that Anne Terry White's article, while it referred to the individual fact book, with the author's own style retained, could also apply to encyclopedias for young people. Some are static and not too readable (Jerome Bruner of Harvard reminds us that "an unconnected set of facts has a pitiably short life in memory") while others take pains to develop ideas and to present leading-on possibilities. **Compton's Pictured Encyclopedia** has its invaluable and unique fact index in each volume. **The World Book Encyclopedia** has no index but a good system of cross references, "see also" and "related subjects." Both have interesting and well-written articles; Compton's lists its contributors in the introduction; World Book signs its major articles. Surely it would be valuable for Compton's readers to know that the article on Northmen was contributed by Vilhjalmur Stefansson. These are the two most highly recommended encyclopedias for the upper elementary grades through high school, and both are under constant revision. Britannica Junior is also recommended. In the Britannica "family" of encyclopedias it is considered a little younger in its age approach than Compton's, now in that group.

Who gives these books their major recommendations? If there is a school or public library, with an accredited librarian, in your community, an excellent plan is to ask the librarian for advice. You may also look up the set in which you are interested, using *The Booklist and Subscription Books Bulletin*, published every two months by the American Library Association. A committee gives subscription books (those sold "on time," as cars often are) a most thorough review, with attention to revisions. Good encyclopedias and sets of informative books try to meet school and library standards. **The Book of Knowledge**, that old standby of youth, was miscellaneous in its material and had no index, but children loved it. If you look up the latest edition you will find it much changed though still a miscellany. In 1960 it was reviewed by *Subscription Books Bulletin* as a "supplementary encyclopedia," and families may enjoy having it for grade school children. One thing to keep in mind is that encyclopedias should not be bought without examination and that if you get an advanced one for a very young child, a revision may have to be bought later.

A completely new encyclopedia has both advantages and disadvantages: all its articles are up to date (or should be if it is not simply put together from old ones) though it has not been thoroughly time and child tested. **The Golden Home and High School Encyclopedia** (1962) probably brought pleasure and information to homes that could not afford the higher priced sets. It is not really an adequate high school encyclopedia for today's young people, who are going to demand more than is provided. However, it is interesting, and the volumes have handsome covers, although their varied subject matter, which should be educational, is not identified in any way. While it sold in the supermarkets at $26.50, the "de-luxe" hardbound set at $59.50 seems a better and more lasting buy. In spot checking I noticed a few inaccuracies; for instance, the caption under the Leaning Tower of Pisa identified it *firmly* as the place from which Galileo did his experi-

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ments with falling objects. The pictures, all in color, bring up the question of when color is functional; if tures are much reduced, as some these are, color may obscure detail. Moreover, the color printing could be better generally; color keys to historical maps are so small that the colors really cannot, in some cases, be easily distinguished.

With all the encyclopedias there is the question of what binding to select. In some cases the "de-luxe" binding may be important to your living room—not to your child's mind. A binding needs to last for a certain time, but not forever—not in these days—and often the less expensive bindings are satisfactory for home use. Your librarian, who sees the effect of daily use on these books, may be able to steer you through the intricacies of Sturdite, Roxite, Fabrikord, Duracloth, and so forth.

The Parents' Magazine Education Press has an extensive general set-up for a home education, the only part of which I'm reviewing here is **The New Wonder World Cultural Library.** This is a collection of ten informative books "topically arranged for easy reference and cover to cover reading." The 1962 revised edition dropped the word "Encyclopedia" for "Cultural brary," a more exact description of the set. Books include "Understanding the Universe," "The Marvels of Nature," "Highlights of World History," "Treasures of Literature" (an anthology of excerpts that tries to lead into the various books instead of giving digests of them, as some sets do), "Man and His Culture," and so forth. Clearly written, varying from book to book in interest and treatment of subject, the set is for browsing, not for quick or comprehensive reference. Articles are arranged chronologically, not alphabetically, but each book has an index in the front. This set may open doors, but it most certainly needs supplementing by the excellent individual factual books now available; as, indeed, do encyclopedias.

There is a growing opinion that today's young people, many of whom read mature books, need an adult encyclopedia for the last years of high school. **Colliers Encyclopedia** had just completed an extensive revision before it was reviewed in *SR* March 24, 1962, by David M. Glixon. He stated that it was "a high school and family reference work of great soundness and apently endless scope" and spoke of the brilliance of its illustrations. I find that high schools are using it satisfactorily, and that it is also useful in junior high school. It is, one might say, a step between the junior encyclopedias and the Americana or Britannica. All three of these are under constant revision; Colliers 1963 edition will soon be out.

Because of limited shelf space, I have used the inexpensive one-volume **Columbia Encyclopedia** to advantage, but, while it is accurate and concise, it leans toward biography, is not as comprehensive as even a junior encyclopedia in some areas, and has not recently had the revision necessary to include space exploration and the emerging countries. There is one space entry: "space time." The universe also has a short entry, which shows what has come about since 1950.

Among books sent in for review are two other reference tools—an atlas and a new dictionary. Like many atlases, the large **Rand McNally Cosmopolitan World Atlas** ($14.95, 1962) has too much in it, but the maps are excellent. And to start with, there is a section on space, which even gives maps of the earth as seen from Space. In his clearly written book **"Stars, Men and Atoms"** (Golden Press, $3.99, 1962), Hans Haber says, "It is the . . . 'older generation' who thinks of globes and maps. To youth, Earth is a celestial body. . . . Young people envision the planet as it would be seen from space, as if they were already space travelers." True, but, young or old, we still need maps to find our way around on this planet, and here they are, in quantity and up to date. The main difficulty with this Rand McNally volume is its weight —almost ten pounds.

A new dictionary for grade schools through junior high is published this month—**The Holt Basic Dictionary of American English** (Holt, Rinehart & Winston, $4.50). The definitions are simple and clear, with explanatory sentences, and there are many small functional illustrations. The type is readable, and there are word histories for homographs. We find five entries for "bay"—the etymology of each given separately. Perhaps this will lead to an interest in the meaning of words. This dictionary lists *ain't*, remarking circumspectly that "careful speakers avoid using ain't." It also gives two pronunciations of the *ew* sound, but *oo* is listed first. We seem to be allowing "American English" to go to pieces on sounds like this. John Ciardi summed it up neatly in one of his books of entertaining verse for children, "The Man Who Sang the Sillies" (Lippincott, 1961):

People who say NOOZ for NEWS
Must think that kittens' cries are MOOS,
Kittens, properly, say MEW
Rhyming it, properly, with YOU.

Basic Facts on Encyclopedias

Britannica Group: Encyclopaedia Britannica, Inc., 425 N. Michigan Ave., Chicago 11, Ill.
BRITANNICA JUNIOR. 15 vols. 7,676 pp. $109.90.
COMPTON'S PICTURED ENCYCLOPEDIA. 15 vols. 9,688 pp. $140.
ENCYCLOPAEDIA BRITANNICA. 24 vols. 28,037, pp. $400.

Grolier Society, Inc., 575 Lexington Ave., New York 22, N.Y.
BOOK OF KNOWLEDGE. 20 vols. 7,970 pp. $129.50.
THE ENCYCLOPEDIA AMERICANA (Americana Corp.). 30 vols. 26,000 pp. $299.50.

Crowell-Collier Publishing Co., 640 Fifth Ave., New York 19, N.Y.
COLLIERS ENCYCLOPEDIA. 24 vols. 19,000 pp. $299.50.

Golden Press, Inc., 650 Third Ave., New York 20, N.Y.
GOLDEN HOME AND HIGH SCHOOL ENCYCLOPEDIA. 20 vols. 3,000 pp. $59.95.

Field Enterprises Educational Corp., Merchandise Mart, Chicago 54, Ill.
WORLD BOOK ENCYCLOPEDIA. 20 vols. 11,718 pp. $159.

Parents Magazine Enterprises, Inc., 52 Vanderbilt Ave., New York 17, N.Y.
NEW WONDER WORLD CULTURAL LIBRARY. 10 vols. 4,000 pp. $119.50.

Columbia University Press, 2960 Broadway, New York 27, N.Y.
COLUMBIA ENCYCLOPEDIA. 1 vol. $35. 1959 supplement, $2.

EDITOR'S NOTE: *Prices given are cash for the least expensive binding and vary with different bindings and terms of sale.*

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His Empress or His Empire

"Joséphine," by Hubert Cole *(Viking. 308 pp. $6), and* ***"Bonaparte in Egypt," by J. Christopher Herold*** *(Harper & Row. 424 pp. $6.95), deal respectively with Napoleon's first Empress and with the Corsican's ill-fated attempt to augment his empire. Leo Gershoy's latest book is "Bertrand Barère: A Reluctant Terrorist."*

By LEO GERSHOY

A MOOD of sadness tinctures Hubert Cole's readable and sympathetic story of Joséphine's career, as though the author were inviting us to look at a disconsolate bouquet of fading flowers. Something seemed always lacking, he suggests, for her security, something always present to becloud the pleasure she should have enjoyed. In her native Martinique she mooned over her romantic adolescent dreams. In Paris, as the gawky, plump, and shy bride of the handsome, aristocratic young blade, Alexandre de Beauharnais, her dreams were cruelly blasted, and Joséphine was left to rear two young children and to learn the hard way how to fend for them and herself.

Then came the Revolution (which the author mishandles with a repugnance that would do credit to Carlyle), when Joséphine narrowly escaped the guillotine. An "easy" woman—or so her contemporaries held, though the author disagrees somewhat—she made an easy adjustment to the tinselly post-Robespierre world, attaining security if not honor by sharing the bed of that king of rotters, the ex-viscount Paul Barras. When Barras grew weary of his mistress, fate gave her the young Bonaparte, who fell passionately in love—with a little prompting on her part, on which Cole is discreet—and for a decade and a half her fate was linked to the star of the great conqueror.

She had long since acquired the languorous grace and developed the musical, drawling voice that dazzled and enthralled hosts of admirers. But her store of ignorance was little depleted, though she covered her indifference to the higher reaches of thought with delightful small talk, and

—*Bettmann Archive*

"Empress Josephine," by F. Gerard, at Versailles—"a disconsolate bouquet."

her instinctive kindness and tenderness endeared her to all.

If the marriage with Bonaparte was not tempestuously happy, neither was it too unhappily tempestuous, at least until Joséphine became Empress. From then on, as she fulfilled the functions of royalty, alternately bored and amused with receptions, entertainments, theatricals, state voyages, and those incredible expenditures on dress and adornment, the shadow lengthened and deepened. She could not give Napoleon a child; and the Corsican clan closed ranks against "that woman." The divorce had to be, and Joséphine accepted it with extraordinary dignity, withdrawing for her few remaining years to the consolation of her beloved Malmaison with its bright flowers, her clothes, her trinkets, and the occasional visits of grandchildren.

Such is Cole's story, told in a smooth and persuasive legato, the account of a warm-hearted, gallant, charming, loving, and lovable woman of little stature. Perhaps she deserved better than life gave her, but while it lasted she also had fun.

Where the author of "Joséphine" achieves his effect by creating a mood into which he sets the whole of his Creole heroine's career, Christopher Herold takes a brief adventure in Bonaparte's life and treats it in almost encyclopedic depth. Let the word "encyclopedic" not mislead: the gifted author of "Mistress to an Age" tells a dramatic story with vividness and vigor, with a ringing certainty of conviction that leaves the reader in no possible doubt as to where the writer stands, and with his well-known ironic wit—a wit that Bonaparte would be the first not to appreciate. For Herold neglects few opportunities to use the rapier on the leader of a fabulous expedition to Egypt that failed dismally, he asserts, in all its incidental consequences, among them the setting into motion of forces that probably would have been generated anyhow, even if Bonaparte had not honored the world with his presence.

The narrative begins with the sailing of the expedition from Toulon in 1798, carries it through to its liquidation three years later, and ends with the author's balance sheet on its human cost and its significance as the "first massive European attempt to colonize" what today are called "undeveloped areas." The story moves swiftly, taking up in turn the capture of Malta, the victories and the disasters in Egypt and Syria, the labor of the experts in the Scientific and Artistic Commission that accompanied the sailors and soldiers, the uprising in Cairo, the slaughter at Jaffa and Acre, the dysentery, ophthalmia, and bubonic plague.

At appropriate places the author takes time out to fill in the background, and the reader is told about Malta and the Knights Hospitaler, Egypt and its mamelukes, the calculated moves of the great powers, and the course of politics within France. But Herold does not restrict himself to those particular developments and their consequences. His excellent study is replete with personal obesrvations on man and his ways, on historians, on causes and effects. As his range of interests is wide, these observations are not invariably fruitful, and some indeed are exasperating rather than stimulating. But in all instances his *obiter dicta* attest to the probings of a reflective mind, spurred to philosophizing by the vagaries of a fascinating adventure.

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On the Edge of Oasis

***"Morning Glory," by Mary Motley** (St. Martin's Press. 315 pp. $4.50), looks back at an unsettled childhood and a youthful passion for the Sahara. Diana Athill's autobiographical "Instead of a Letter" was recently published in the U.S.*

By DIANA ATHILL

A DESCENDANT of Richard Brinsley Sheridan, a great-granddaughter of the historian James Lothrop Motley, a cousin of Winston Churchill, in childhood often patted on the head by the eminent, and accustomed to ghost-ridden stately homes of great antiquity, Mary Motley has the kind of background that makes people say, "She ought to write about it"—but this is not why her book is so interesting.

In 1915, when Mary was three, her other was born and her father was killed in France. Her mother, the formidable Clare Sheridan, sculptress and "character," turned to the boy. It was only *his* photograph that she kept beside her bed, with an illuminated inscription: "My Hope, My Hap, My Love, My Life, My Joy, My Boy."

When Mama vanished on her travels she took the boy with her, while Mary was dumped in a convent or with an aunt, and was only remembered again on the intervention of Bernard M. Baruch, who became her beloved friend. Even when Mama swooped in from some eccentric *sortie* and carried her off, along with her brother, there was no security. No sooner had they settled somewhere than Mama would become bored and off they would go again. "Why do you *want* to look like everyone else?" the unhappy child was asked when, for a short time, she was getting some useful schooling in New York, instead of learning nothing but Russian from a favored *emigré*, and wished to wear the school uniform instead of jade green printed with large red and yellow apples.

A psychiatrist would surely have foretold disaster, but he would have been wrong. The child managed to take root in this shifting soil. The rooting process became evident during the nine months the family spent on the Bosphorus when Mary was thirteen. She was happy there, and she evokes the happiness charmingly. She had a dog and a goat to love, and Turkey to learn about, and her exceptional powers of response to places sprang into life.

It was not, however, until the next port of call—Algeria—that these powers found real grist for their mill. Mary saw the Sahara for the first time. A Bedouin servant was watching her. "I told Sidi Aleya," he said later, "by very God I told him, the mother and the son do not understand, but the girl . . . in the name of the Merciful, the Compassionate, she belongs to the desert."

What is the desert's magic? Or is this passion for it that grips certain Europeans simply a fevered romanticism? Whether objective or subjective, it is an overwhelming thing, and when Mama moved on again, Mary, young as she was, decided to stay. She writes about relationships with a well-bred discretion, so we can only guess at the emotions arising from her decision; but about its results we are told fully and vividly: about her life on the edge of the oasis Biskra, and about the three adventurous journeys into the Sahara that she made before she was twenty-three.

That love affair with the desert is the justification of Mary Motley's book. It is an enjoyable book taken simply as a record of events; but it is also more than that, because the events led up to this climax in her development. "I could never forget that at an age when most people are stumbling after certainty I had found it. . . . Whatever the future held for me—civilized pleasures, private joy—the memory of these Saharan years would stay, to be a measure of everything that followed."

A woman who could hammer out such an experience for herself so young is a woman to be read.

Your Literary I. Q.

Conducted by John T. Winterich

NAPOLEON OUI, NAPOLEON NON

Napoleon Bonaparte, in his own day and later, was viewed with highly diverse sentiments. Lysander Kemp of Guadalajara, Jalisco, Mexico, has selected several of these and asks you to assign each opinion to the correct holder. Answers on page 79.

1. I don't give a twopenny damn what becomes of the ashes of Napoleon Bonaparte. ( ) Sir Arthur Conan Dolye
2. The sexton, tolling his bell at noon,
   Deems not that great Napoleon
   Stops his horse, and lists with delight. ( ) Lord Randolph Churchill
3. He is the Napoleon of crime. ( ) Henry David Thoreau
4. For daring made thy rise as fall: thou seek'st
   Even now to reassume the imperial mien,
   And shake again the world, the Thunderer of the scene! ( ) Algernon Charles Swinburne
5. All great men make mistakes. Napoleon forgot Blücher, I forgot Goschen. ( ) Joel Barlow
6. When the devil's riddle is mastered
   And the galley-bench creaks with a Pope,
   We shall see Bonaparte the bastard
   Kick heels with his throat in a rope. ( ) Duke of Wellington
7. Hurl from his blood-built throne this king of woes,
   Dash him to dust, and let the world repose. ( ) Lord Byron
8. The three-o'-clock in the morning courage which Napoleon thought was the rarest. ( ) Ralph Waldo Emerson

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FICTION

The Futility Corner

"V.: A Novel," by Thomas Pynchon *(Lippincott. 492 pp. $5.95), expresses both the futility and vitality of life through a mood of studied confusion. Ihab Hassan, the author of "Radical Innocence: The Contemporary American Novel," recently received a Guggenheim grant for study abroad.*

By IHAB HASSAN

SINCE the publication of Saul Bellow's "The Adventures of Augie March" in 1953, a number of interesting novels, crackling with dark laughter, have made those holy bunglers of life, the *schlemihls*, their central figures. Some works, like J. P. Donleavy's "The Ginger Man," project a rather more vicious protagonist than the *schlemihl*; others, like Joseph Heller's "Catch-22," recreate him in a special and rebellious image befitting the age; and a few, like Thomas Berger's "Reinhart in Love," preserve his simple good nature. What all these novels share, however, is a strain of bitter or grotesque comedy, and an adverse sense of society that borders on nihilism.

One might be inclined to place Thomas Pynchon's first novel in that tradition were it not even more eccentric than the rest. The book reads like a literary hoax, a parody of the quest romance and tale of international intrigue. We are made to witness violent happenings in Cairo, Florence, and Malta, explorations of the Antarctic and crocodile hunts in the sewers of New York. The fantastic web of events spans three generations, moving back and forth through space and time at will. The characters, as the author puts it, are mostly yo-yos. The style is elliptic and cockeyed, studded with zany names and improbable locutions. The whole novel gives an impression of studied confusion, a mood that expresses both the futility and vitality of human life.

At the center of the work lie two characters, Profane and Stencil. The first is a *schlemihl* in search of Nothing; the second a shadowy Foreign Service man in search of the fabulous V., his mother. Their paths, like their histories, cross many times before they meet. This in itself is enough to permit ingenious readers to discover many parallels between "V." and Joyce's "Ulysses." The game, however, is one that Pynchon too coyly invites; the joke, one feels, will in the end be on the ingenious reader. It is probably enough to recognize that the worlds of Profane and Stencil are both similar and complementary. For Profane represents the passive principle, and his yo-yo friends, "The Whole Sick Crew," embody one type of comic futility, while Stencil represents the active principle, and his crowd of cloak-and-dagger diplomats embody another type of ludicrous futility.

If the novel makes a serious claim on our imagination, it is not because its originality is staggering or its design is labyrinthine. It is rather because its knowledge of the particular nihilism that ravages our time is compelling. The force of nihilism is rendered in various guises, as horror and slapstick, mystery and dream. The force of nihilism lies behind the *schlemihl*'s listless unattachment. It supplants the quixotic quest of Stencil, who says, "V.'s a country of coincidence, ruled by a ministry of myth. Whose emissaries haunt this century's streets."

A striking new talent, a crazy vision, have gone into the making of "V." Unfortunately, the novel is in many places too mannered, and for long stretches too dull. Moreover, if comedy must become gory in order to remain genuine, then gore itself must never become fashionable.

Have Cloak, Will Travel

"A Free Agent," by Frederic Wakeman *(Simon & Schuster. 318 pp. $4.95), dashes about the globe with a U.S. Government undercover man and his Greek wife, who may be a Communist spy.Literary critic Haskel Frankel is a contributing editor of Show magazine.*

By HASKEL FRANKEL

IT IS admittedly both presumptuous and unfair of a critic to read a book and to decide why it was written and why it was published. Yet so shoddy a thing is "A Free Agent" that I can see no other explanation for this amateurishly plotted, pointless collection of pages than that after many years of making a living as a writer a man has no choice but to go on writing for his daily bread, even when he has nothing resembling a novel in mind. One must further assume that his publisher and editor, both of whom must know a novel when they see one, have decided that an established name (Frederic Wakeman did write "The Hucksters" once upon a time) will sell anything.

"A Free Agent" is the story of Mark Marklay. Part One takes place in New Guinea during World War II, when Mark's plane is shot down and he carries his wounded bombardier to safety across trackless pages. When Mark returns to America, his dying foster father tells him that he wasn't adopted. Dad was his dad even if Mom wasn't his mom.

Frederic Wakeman — "a man has no choice."

Part Two finds Mark in Greece doing public relations for an American aircraft manufacturer. He meets Zoë and falls in love with her. After many more pages indicating that Wakeman is u on Greek folkways (he now lives i Greece) but knows very little about the aircraft industry or public relations, Mark and Zoë decide to marry in Los Angeles, where he has been summoned

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by cablegram to attend a business conference.

Part Three: the couple marry in London, since Zoë is having visa trouble. Mark goes to Los Angeles alone, and now we learn that he is no mere public relations man; he is doing big, unspecified undercover work for an important, unnamed branch of our government. And he must go to an unnamed emerging nation in Africa, carrying with him the new knowledge that his Zoë may be a Communist working against him.

So, off to an Africa that is as real as a "Sheena, Queen of the Jungle" set, where Mr. Wakeman tops himself for insane plotting. Mark is captured by enemies of the United States. He must make a tape-recorded statement damaging to his own country or he will be turned over to cannibalistic natives. Suddenly—in a rescue scene that Pearl White would have refused to play—a native appears, just as Mark is contemplating ending it all with a poisoned cigarette, and leads him to safety. After which the native returns to the jungle as mysteriously as he came. Not the foggiest clue is ever given as to the who, why, or what of this deliverer, but neither Frederic Wakeman nor Mark Marklay wastes a second wondering about it. Mark has to get back to the United States to change our African policy and find out about Zoë. But whether she is a loyal wife or a Communist spy doesn't matter either. That big scene is played out in the wings before either Mark or his reader gets to the courtroom.

At the ending, we find Mark Marklay . . . Oh, forgive me. I guess I just got swept away. I didn't realize everyone had gone home.

Lorenza Mazzetti — unpretentious but moving.

Fairy Tales of Fascism

"The Sky Falls," by Lorenza Mazzetti, *translated from the Italian by Marquerite Waldman (McKay. 158 pp. $3.75), sees the wartime summer of 1944 through the eyes of a ten-year-old girl. Thomas G. Bergin, professor of Italian at Yale, frequently reviews Italian fiction.*

By THOMAS G. BERGIN

"THE SKY FALLS" is a short, unpretentious, and moving account of the war experiences of a little family of well-to-do but vulnerable noncombatants during the crucial summer of 1944. The narrator is ten-year-old Penny, and through her uninhibited story we learn something of the background of the family and also something of what childhood must have been like during that period of tension and insecurity. Penny's state of mind as well as her scale of values is pretty well set off on the first page:

> I wonder whether it's all right for me to love my sister Baby more than the Duce. Because I love Baby the same as Jesus . . . and I love Jesus a little more than God, and God the same as Mussolini, and Italy and the Fatherland less than God but more than my yellow bear.

Penny, being an open-hearted, outgoing little girl, is indeed quite willing to love anyone, given half a chance; she likes Uncle, too, who is clearly the head of the family, although her love here is tempered with awe and some regret for Uncle's Jewishness, which of course endangers his soul. She even likes Heinz, the General's orderly, whom she sees a lot of when the General quarters himself on the family.

Penny's life is filled with more action than speculation, and she rambles on quite appealingly about her games with Baby, her school work, and her religious activity. It is outside events that force her to some reconsiderations: the Germans move in, the English bombard her home, eventually the Germans retreat, and in a terrifying last chapter Uncle pays the price of his racial irregularity. Penny hardly understands why all these things should be; her faith in Mussolini is somewhat shaken by minor incidents on the way, but the ultimate tragedy of Uncle leaves her simply uncomprehending. The sky has fallen indeed.

This bare little story is extremely well told; the characterization is natural and spontaneous, and the narrative is absorbing as much for what we sense offstage as for what we see going on before us. Penny is very successfully realized: she is no sugar-and-spice little girl, but a totally real one. Some of her games have the authentic savagery of childhood as it truly is. The jacket tells us that the author has drawn on her own wartime experiences, which were similar to those of Penny; if so, she has done exceedingly well in recreating a ten-year-old's state of mind, and one can understand the warm reception the book has received in Italy and England. While it is hardly a "great" book either in scope or depth, it is, within the limits of its own objectives, very nearly perfect.

THE TRUTHS OF STRUGGLE: Frank Tuohy is a British writer of cosmopolitan interests and scope. His manner is somewhat like that of Chekhov—quiet, deceptively matter-of-fact, without compromise or illusion or any desire to prettify the ugly—yet he finds beauty where others might find only moral or physical squalor. Thus equipped, he explores in the twelve stories comprising **"The Admiral and the Nuns"** (Scribners, $3.50 hardbound, $1.65 paperback) the truths of struggle, of degradation, of compensation and redemption—among London artists, in the Poland of tyranny and agony, in the decadence of tropical Latin America.

In the South America of the title story (which in 1960 won the Katherine Mansfield Short Story Award in England) we meet a "hopelessly, slothfully inadequate" woman, who is in grave difficulty because "her upbringing had provided her with too many retreats into the cosiness of class and religion." In South America, too, we perceive in the angers and the apoplexy of the old hands, with their contemptuous approach to the "natives," the tattered banners of British colonialism. In London we experience the hurt and the longing of a middle-class girl trying to live and love among the beasts of Bohemia.

In Poland we witness the chilling

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consequences of an infernal State mechanism—a man turned into a spy for the regime that had persecuted him. But in Poland we may also laugh (however briefly) over the plight of a music critic denied a passport because he was reported to have been "in contact with Western diplomats": he had arranged the mating of his dog with that of an ambassador.

These are but a few examples of the sensitive stories that make "The Admiral and the Nuns" a splendid achievement. It is a book that deserves a wider audience than it probably will have.

—HOKE NORRIS.

IRONY AT THE INTERSECTIONS: Now being issued nationally after having received a limited printing in California in 1960, **"Of Streets and Stars,"** by Alan Marcus (Houghton Mifflin, $4.50), is one of those books that arrive with dust jackets covered with encomiums. In this case the recurring word of praise is "original," but what lies inside is actually a novel heavily influenced by Virginia Woolf's "Mrs. Dalloway" (a quote from which follows the dedication), with a dash of Nathanael West's "The Day of the Locust" thrown in. The scene is Hollywood, where the paths of a disparate group of people cross and criss-cross in and out of a major studio. The large cast includes, among others, a pathetic secretary on the verge of spinsterhood, a young novelist working on his first script, the doddering head of the studio and a clever younger man waiting to take over, a beautiful middle-aged woman who acts out scenarios for busy producers, and a desperate refugee couple.

The author is a skilful traffic manager and a writer of obvious talent, but this, his second novel (the first was "Straw to Make Brick"), is a curiously cold and unreal work. One is always aware of an omnipotent, omniscient creator, moving his characters with self-conscious wisdom and professional compassion along carefully laid out paths intersected by pat ironies. Mr. Marcus clearly is fascinated by the peculiar shapes that lives can assume, the surprises with which our natures are mined. There are few real surprises, however, in "Of Streets and Stars," and its shape finally has less the quality of something that has developed organically than of something that has been too artfully prearranged.

—DONALD LA BADIE.

Coming April 13

SR's Annual

Advertising Awards Issue

POETRY

The Relish of David

—*Bettmann Archive.*

Countess of Pembroke—"majesty fused with verbal ingenuity."

"The Psalms of Sir Philip Sidney and the Countess of Pembroke," edited by J. C. A. Rathmell *(Doubleday-Anchor. 362 pp. Paperback, $1.45), provide evidence that Mary Herbert, Countess of Pembroke, was England's greatest poetess before Elizabeth Barrett Browning. J. Max Patrick, professor of English in New York University Graduate School, is editor of Seventeenth-Century News and of The Stuart Editions of seventeenth-century authors forthcoming from New York University Press.*

By J. MAX PATRICK

THE FACT that the Countess of Pembroke (1561-1621) has not been recognized as a great poet in her own right is disturbing evidence of masculine underestimation of women. Had she been a man, it is inconceivable that her finest verses, though circulated in manuscript, would have waited until 1823 to be printed in a limited edition of 250 copies, and would not have been properly edited until 1963.

It is true that in her lifetime Mary Herbert was hailed by both sexes as "a most delicate poet" and that modern histories of literature applaud her as the learned patroness who inspired Spenser, Daniel, and minor versifiers. But she is best known from William Browne's epitaph, which described her succinctly as "Sidney's sister, Pembroke's mother." Had she no better claim to fame, it would indeed be noteworthy that the Shakespeare folio was dedicated to her son and that Sir Philip Sidney, England's paragon of virtuous achievement, was her brother. But the unrecognized marvel is that as a poet she was at least equal to him—and this is a statement not made lightly, for he was one of the greatest Renaissance poets.

The grounds to justify this high evaluation of the countess are contained in this volume of "divers & sundry kindes of verse, more rare, & excellent for the method & varietie then ever hath bene don in English." This description from the manuscript title page is apt, for these Biblically inspired poems are artful re-creations of the Psalms, not mere translations. Sir Philip wrote the first forty-four; his sister revised them and added 128 more. They preserve the "fulnes of the Sence and the *relish* of Scriptural phrase" but refashion them in English idiom and meter, endowing them with a fresh, personal quality. The poems of George Herbert's "Temple" were obviously shaped under their influence. And John Donne judged them far better than the rhymed psalms then used in English churches: he rightly observed that they "re-reveale . . . sweetly and sincerely" what the Heavenly Muse whispered to King David (the traditional author of the Psalms), and he to the Hebrews.

The superiority of the countess's poems over those of her brother is readily seen if the opening stanza of his version of Psalm 23 is compared with hers of 120. Sidney writes with stark simplicity:

> The Lord, the Lord my shepheard is,
> And so can never I
> Tast missery.
> He rests me in greene pasture his:
> By waters still, and sweete
> Hee guides my feete.

In contrast, note the intimate, personal urgency, the alliterative art, and the powerful immediacy that make her lines potent:

> As to th'Eternall often in anguishes
> Erst have I called, never unanswered,

(*Continued on page 78*)

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SR Check List

Continued from page 21

TIMBER IDENTIFICATION. By N. C. E. Clifford. Taplinger. $7.50.

YEARBOOK OF THE UNITED NATIONS, 1961. Columbia Univ. Press. $15.

Religion, Philosophy

THE BIBLE AND THE CHURCH: An Approach to Scripture. By Samuel Terrien. Westminster. $1.50.

CHRISTIAN EDUCATION AS ENGAGEMENT. By David R. Hunter. Seabury Press. $3.

CHURCH AND STATE IN YOUR COMMUNITY. By Elwyn A. Smith. Westminster. Paperback, $1.25.

CONCERNING THE MINISTRY. By John Oman. John Knox. Paperback, $2.50.

THE CONVERT IN THE MODERN WORLD. By Sister Maureen O'Keefe. Regnery. $3.75.

CREATIVITY AND TAOISM. By Chang Chung-Yuan. Julian Press. $6.50.

THE ETERNAL MESSAGE OF MOHAMMED. By Abd-el-Rahman. Translated by Caesar E. Farrah. Devin-Adair. $6.

ETHICS, CRIME AND REDEMPTION. By Stanley J. Rowland, Jr. Westminster. Paperback, $1.25.

EXISTENTIAL THEOLOGY OF PAUL TILLICH. By B. Martin. Bookmn Assoc. $5.....

A HEART TO KNOW THEE: A Practical Summa of the Spiritual Life. By E. J. Cuskelly. Newman Press. $5.50.

IDENTIFICATION: Human and Divine. By Kenneth J. Foreman. John Knox. $3.50.

INSTRUCTIONS FOR PRACTICAL LIVING AND OTHER NEO-CONFUCIAN WRITINGS BY WANG YANG-MING. Edited and translated by Wing-Tsit Chan. Columbia Univ. Press.

MINISTER. By J. B. Coburn. Macmillan. $3.95.

THE MODERN GOD: Faith in a Secular Culture. By Gustave Weigel, S. J. Macmillan. $3.95.

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THE RATIONALITY OF FAITH: An Historical Critique of the Theological Reason. By Carl Michalson. Scribners. $3.50.

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RELIGIOUS LANGUAGE: An Empirical Placing of Theological Phrases. By Ian T. Ramsey. Macmillan. Paperback, $1.45.

THE RELIGIOUS RENAISSANCE OF THE GERMAN HUMANISTS. By Lewis William Spitz. Harvard Univ. Press. $7.75.

THE ROMANCE OF PHILOSOPHY. By J. Choron. Macmillan. $5.95.
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Wyon. Macmillan. Paperback, 95¢.

SPIRITS IN REBELLION: The Rise and Development of New Thought. By Charles S. Braden. Southern Methodist Univ. Press. $7.50.

THE STORY OF BARBARA. By Noralee Chapman. John Knox. $2.

THE STRUGGLE FOR THE SOUL. By Lewis Joseph Sherrill. Macmillan. Paperback, $1.45.

THE TREASURY OF EASTER MUSIC. By W. L. Reed. Emerson Books. $5.50.

WHEN YOU ARE ASKED ABOUT FAITH AND LIFE. Edited by Heinrich Giesen. Fortress Press. $3.75.

THE WORD OF GOD. By Msgr. Romano Guardini. Regnery. $3.25.

Self-Improvement

CAREER GUIDE FOR YOUNG PEOPLE. By Mary Furlong Moore. Dolphin Handbook, dist. Doubleday. Paperback, 95¢.

HOW TO GROW OLD REBELLIOUSLY. By Phillip J. Kelly. Fleet. $3.95.

Sociology

BROTHERS AND SISTERS: A Study in Child Psychology. By Dr. Karl Keenig. Rudolf Steiner. $2.50.

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THE MIDDLE FIVE: Indian Schoolboys of the Omaha Tribe. By Francis La Flesche. Univ. of Wisconsin Press. Hardbound, $5. Paperback, $1.65.

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AFRICAN HERITAGE: Intimate Views of the Black Africans from Life, Lore, and Literature. Edited by Jacob Drachler. Crowell-Collier. $3.95.

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FOLKLORE OF AMERICAN WEATHER. By Eric Sloane. Duell, dist. Meredith. $3.50.

NATURAL LAW AND MODERN SOCIETY. By Robert M. Hutchins and others. World. $4.

POWER, POLITICS, AND PEOPLE: The Collected Essays of C. Wright Mills. Edited by Irving Louis Horowitz. Duke Univ. Press. $8.50.

THE RIVER: Selections from the Journal of Henry David Thoreau. Twayne. $4.50.

THE SMOKING MOUNTAIN. By Kay Boyle. Knopf. $4.95.

THE SHORT NOVELS OF JOHN STEINBECK. Viking. $6.

THE VOODOO MAD. By William M. Gaines. New American Library. Paperback, 50¢.

Travel

CAMPING MAPS, U.S.A. By Glenn and Dale Rhodes, Macmillan. $2.95.

HOLIDAY IN EUROPE. By Anne Fremantle. Viking. $8.50.

HONG KONG. By Martin Hurlimann. Viking. $8.50.

TWO-THIRDS OF A COCONUT TREE. By H. Allen Smith. Little, Brown. $5.

—LYNN MILLER, *Publishers' Weekly.*

Behind Publishing

Continued from page 34

NBA Committee has little to gain by trying to compete with the Pulitzer in this respect: the Pulitzer boys are newspaper editors, and their choices are built-in front-page stories. There is nothing wrong with giving a writer $5,000, but it would be too bad if this type of prize, in which one author becomes more equal than everybody, were to overshadow the basic purpose of the awards.

In commenting on the NBA four years ago in these pages, I stressed the fact that "NBA sponsors recognize

that there are standards in literature apart from a sales report. That publishers should be willing to finance this recognition, and in effect to canonize what are usually the less profitable items on their lists, seems to be an act of nobility rare in American business." Since that time, many of these publishers have "gone public," their stock now bouncing around on the Big Board with Xerox and IBM. The danger confronting the NBA is that it may fall victim to a progressive hardening of the arts.

Stature, yes; but let's not confuse this with status.

FRASER YOUNG'S LITERARY CRYPT NO. 1024

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1024 will be found in the next issue.

GDGEF GYBEGOG MBBHBRQG

HL M SWHVTB SEPO BTG

LGWS.

TPSSGE.

———

Answer to Literary Crypt No. 1023

The author must keep his mouth shut when his work starts to speak.
—NIETZSCHE.

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Edited by Harold Fullard.
1961. 11x8½. 174 pp. 160 pp. colored maps. 50,000 index entries. $12.50

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1960. 7⅝x5. 123 pp. 64 pp. colored maps. 10,000 index entries. 95¢

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Source Books

Continued from page 37

the professors' far more thorough compilation.

For very recent history there is **Year 1963 Encyclopedia News Annual** (Year, Inc., $7.95), a melodramatic 264-page journalistic combination of newsreel pictures and breezy articles. Typical spreads: left, "Passing of a Giant" uses a Faulkner obituary to lead off a survey of 1962 literary events; right, photos of three authors and a bookstore display. "Million $ Rembrandt" is a page of art news facing a photo of the Aristotle painting in a frightful typographic frame. Left, "Troubled Kremlin" reviews political developments in Russia; right, a bleed photo of peace marchers in Red Square. An index completes this gaudy, fact-filled survey of 1962.

The Americana Annual, 1963 (Americana Corp., $12) treats the world of today in encyclopedic fashion, taking up more than 800 small-type, two-column pages. Arranged in a single alphabetic sequence, the 600 articles provide an adequate background before launching into the year's events. Carefully selected photos and maps dot the text, and all are fully indexed. There are articles on every country, on each of our states and the Canadian provinces, on all major cities; biographies of outstanding personalities; information on virtually everything new, and on anything old to which 1962 brought fresh significance. Anyone whose encyclopedia dates back more than a year can bring it up to date with this annual, which could also serve as an excellent stopgap for the encyclopedia-less home or office.

We now set the time machine for the period of from 3,500 to 2,000 years ago, and focus the lens of modern research upon the Biblical world. The **Dictionary of the Bible** (Scribners, $15), newly revised from the book edited over fifty years ago by James Hastings, runs to nearly 1,100 double-column pages of small type, penetrating into every section of both Testaments, analyzing words and phrases, locating places, discussing concepts, describing customs and personalities—in the light, whenever possible, of the Dead Sea Scrolls, archeological findings, and other recent research. A few tables and diagrams and eight pages of relief maps in color are included. A minor lack is an explanation of the terms in the list of Abbreviations.

The title of **The Interpreter's Dictionary of the Bible** (Abingdon, 4 vols., $45) is a modest one for this 4,000-page encyclopedia. Many of the 7,500 entries are long and beautifully written articles, frequently illustrated with helpful photos, detail maps, and drawings. Every idea is explored, with full objectivity, to its utmost implications; nor has respect for their subject betrayed the contributors into nice-nellyism. Philology, theology, archeology, and other ologies are skilfully woven into an absorbing series of studies that should attract believer and nonbeliever alike. The full-color plates comprise twenty-four maps and thirty-two pages of illustrations.

Another inadequate title is that of the **Rand McNally Bible Atlas** ($8.95). The author of the text, Dr. Emil G. Kraeling, modestly writes that "the book exists for the maps." But of its 487 pages, studded with photos and drawings, only forty are the large and handsome maps to which he refers. These carry the reader from the days of the patriarchs, through the Assyrian and Persian empires and the journeys of Paul, to the Palestine of today. The text, though naturally stressing geographical and topographical aspects, is a running narrative of the entire Bible story that could be pleasurably read straight through. A geographical index serves both the maps and the text.

The Scriptural narrative is necessarily much more condensed in the forty-five-page introduction to the 144-page **Oxford Bible Atlas** ($4.95); geographical features of the Middle East are the major consideration, particularly in the text facing the thirty-two pages of large, well-modeled, colored maps. The archeological aspect is extended into a concluding sixteen-page article illustrated with photographs.

The little-known history of the Near East between the end of the Old Testament and the time of Jesus is explored in **"Daniel to Paul"** (Macmillan, $13.95), which continues the story of Christians and Jews into the middle of the second century. The life of Jesus, the genesis of Christianity, and the rise of the Jewish academies are fully treated; and a host of social and historical details benefit from the authors' study of the Dead Sea Scrolls. The book runs to 367 large (8½" x 10¾") pages, illumined with a veritable gallery of illustrations, many in color. The

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detailed index refers to the preceding volume, "Adam to Daniel," as well as to the present one; both were prepared and printed in Israel.

Also prepared in Israel, but checked in the U.S., is the new revised edition of **The Standard Jewish Encyclopedia** (Doubleday, $22.50), a comprehensive and brilliant reference work on the life, customs, beliefs, history, and culture of the Jews. Nearly 2,000 double-column 7¼" x 10¼" pages of small, clear type delve into the minutest corners of the vast subject in more than 8,000 articles. While Jewish life in Allentown or Shanghai, or the biography of Karl Shapiro or George Gershwin, may be given a brief paragraph, more than four pages are devoted to six aspects of Hebrew literature, another four to the Bible alone (not counting separate articles on its divisions), nearly a half-page to the soul, nearly a page to the Dead Sea Scrolls. Illustrations and maps abound.

At first glance **The New Jewish Encyclopedia** (Behrman, $12.50) is impressive, but its bulk is greater than is needed by its 541 pages. Though providing considerable information along the same lines as the Doubleday volume, this one is on a relatively superficial level and has far less coverage, even of important concepts. A compact format would have made the book more acceptable.

THE **Historical Atlas of Religion in America** (Harper, $8.95) is divided into four main parts; the first describes the establishment of religious groups on this soil in the seventeenth and eighteenth centuries, and the rest trace their growth in subsequent years. Each sect is handled individually in the text, which is aided by numerous shaded maps, graphs, and other visual devices. Pick a sect—Hicksites, Russian Orthodox, or Black Muslims—and you can find out when, where, and how the congregation flourished. The book's 185 large (9" x 12") pages include a special section on Indians, Jews, Negroes, Alaska, and Hawaii.

"Customs and Holidays Around the World," by Lavinia Dobler (Fleet, $4.50), is a reference book for younger people. In 185 gaily decorated pages, following the seasons, the author takes the reader to Ceylon, Belgium, Nigeria, New Mexico, Iran, and dozens of other places, relating how the holidays (mostly religious) are celebrated and how they originated. The book teems with passages as unexpected as the relationship between Pentecost, Pinkster, Shavuoth, and Whitsunday.

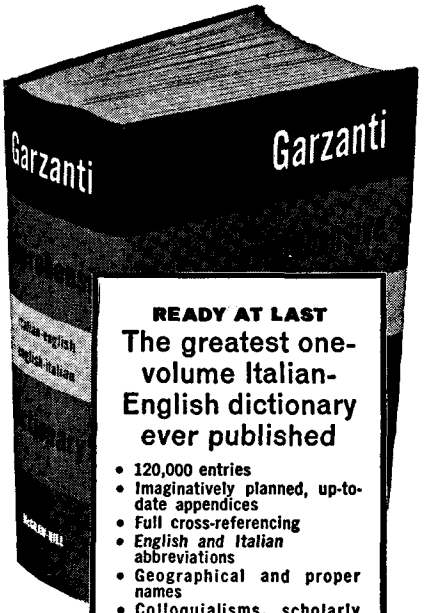
The sphere of current faith is virtually excluded from the **Shorter Atlas of the Classical World** (Nelson, $3.95), a handy-size volume of 240 pages which explores Graeco-Roman culture and traces its history from the Minoan period to the reign of Constantine. Pages of text are interleaved with pages of rich gravure photographs of scenes and art objects and fourteen simply colored maps that illustrate routes, campaigns, and settlements as well as national boundaries. A useful handbook.

But if you want to locate the Styx or Atlantis, or read about Atlas himself or the Seven Sages, if you want to know who were those three other guys named Socrates, or need to bone up quickly on Hector, Hecate, Hecuba, and Hebe, try the **Concise Dictionary of Greek Literature** (Philosophical Library, $7.50). Usually as sober as it is succinct, it also has articles that are longer and more sparkling. The book's faults are its price and the omission of pronunciations.

A reference work that sets us down even farther back in time is the **Dictionary of Egyptian Civilization** (Tudor, $7.95), a delightful little encyclopedia that bursts forth with weirdly beautiful textual color reproductions on nearly all of its 304 pages of triple-column type, and which quotes from Egyptian verse at the drop of a scarab. Hieroglyphics are explained in an extended article, music-making is described in words and pictures, and the essay on mummifying is so instructive (if you should be entering that profession) that one could almost forgive the misspelling of Poe's middle name. And even if you should never look up so much as a Thoth or a Ka, it's worth having the book around for unrestrained browsing.

Egyptian art occupies fifty pages of the monumental **Larousse Encyclopedia of Prehistoric and Ancient Art** (Putnam, $17.95), whose 414 pages bring to life the accomplishments of our early forebears in every part of the planet, from Greece and Rome through India and China to Oceania and the Americas. Printing the entire volume by gravure permitted the inclusion of photos of the greatest plasticity precisely where the text requires them. There are essays on the history underlying the art of each area and period, supplemented by seventeen summaries in which the styles and forms are swiftly highlighted. The subtitle, "Art and Mankind," is justified by the book's scope. Besides the 730 monochrome photos, ranging in size from 2" to double-page spreads 16" x 11¼", there are thirty-two full-color, full-page plates. Text, photos, charts, and maps are minutely indexed.

Meanwhile the fifteen-volume **Encyclopedia of World Art** (McGraw-Hill, $597 by subscription) marches on, accumulating new glories on the road.



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Volumes 5 and 6, which have appeared since our last survey, carry the epic account of the visual arts well into the G's and make it still more advisable for you or your public library to subscribe. Each 8⅝" x 11⅝" volume runs to nearly 1,000 pages; the first half consists of two-column text, the rest is a veritable museum of superb illustrations, many in color. Among the chief articles in the two new volumes are Etrusco-Italic Art, European Modern Movements, Flemish and Dutch Art, France (sixty-five pages of history, maps, and guides to art centers; seventeen pages on art periods supplemented by fifty plates), Germany (similar coverage), Furniture, Gauguin, Gems, Ghiberti (wonderful closeups of the Baptistery doors), Giotto, Gothic Art (forty-eight pages of text, 102 plates), Goya, Graphic Arts, Great Britain, and Greece. If a Kandinsky plate (under "Fauves") rubs shoulders with a Hawaiian war god ("Featherwork"), or a statue from ancient India ("Gandhara") with a children's slide at Tivoli ("Games and Toys"), just blame it on the alphabet.

An art survey on a more modest scale is **"A Concise History of Painting"** (Praeger, $7.50), which bravely attempts to cover Western painters from Giotto to Cézanne in a handy-size volume of 320 pages. The two-column text is divided into six chapters and interspersed with 549 color reproductions. To critics who object that good monochromes are preferable to indifferent color plates, we rejoin that colors cannot be described, that allowances can be made for infidelity, and that imperfect coloring is no more deceptive than reduction in scale. For the non-affluent art-lover, this book is good to have around.

On the same shelf could be placed **A Dictionary of Art Terms** (Hawthorn, $5.95), a small-format book of 416 pages, in which one can learn the names of the Eight, the meaning of those abbreviations lettered under prints, the history of Impressionism, the cause of glueworms, and the nature of ukiyoye—among the hundreds of terms encountered in reading about the arts.

There is an interesting history of art, taking up 180 pages of two-column text and 140 monochrome plates, in **The Complete Encyclopedia of Antiques** (Hawthorn, $25), an amazingly comprehensive and far-ranging volume of 1,472 highly readable pages. For fields as diverse as armor, watches, coins, furnishings, needlework, books, and carving, it gives advice to collectors, provides glossaries of terms and lists of artists, and discourses on techniques, restoration, and fakes. Enhanced by 500 pages of halftone plates, this is a tasteful course in connoisseurship.

Mind if we rest our eyes awhile and listen to some music? **Everyman's Dictionary of Music** (Dutton, $5) is out i an up-to-date revised edition. It does *not* give pronunciations or musical excerpts or extended articles like The New College Encyclopedia of Music (Norton, 1960), but it has many more entries (over 10,000) and manages to work in such comments as that the arpeggios that gave the "Harp" quartet its name "do not sound in the least like a harp," or that in the Promenade Concerts "the floor is left bare for people to stand, not to walk about, for which they have neither room nor inclination." Besides all the expected types of entries, the Dictionary lists authors and their works that have inspired musical compositions, from Machiavelli's "Mandragola" to Proust's "A l'ombre des jeunes filles en fleur."

The author of **"Composers of Operetta"** (St. Martin's, $8) regrets having to "debit" Jerome Kern with "that last desperate resort of the dismal crooner," "Smoke Gets in Your Eyes." The forthcoming **"Complete Book of Light Opera"** (Appleton, $12.95) calls it a haunting ballad, "among Kern's greatest," and gives high praise to "Carousel," which our other author doesn't mention. So much for taste; now for facts. Gervase Hughes's "Composers of Operetta" is a critical 280-page history of the genre as late as "West Side Story"; hundreds of operettas are mentioned, some characterized; the accent is on the composers' careers. Mark Lubbock's "Complete Book of Light Opera," which runs to 940 pages, expertly relates the stories, scene by scene, of about 275 light operas and musicals from Offenbach to "How to Succeed . . ." and gives musical extracts from many of them (though not in the American section, by David Ewen). Sources and production data are included.

In **"The Barnes Book of the Opera"** (Barnes, $12.50), Gladys Davidson translates the libretti of about 230 operas into past-tense stories, not broken into scenes or acts, and in cliché-ridden prose of the "dream of love had come to naught," "wending their way," and "heartrending sobs" school of writing. No mention is made of the author of the libretto or of the source of the opera, and there is no *dramatis personae*. It is a useful omnibus of 890 pages, but even the biographies in the appendix strengthen the suspicion that the book was written for teen-age girls.

And speaking of teen-age girls, always a popular topic, their latest manual of deportment is called **"The Seventeen Book of Etiquette and Enter-**

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taining" (McKay, $5.95), and boys are invited to tune in—in fact, there's a chapter "For Men Only." The introduction may be a bit out of date—it entions integrity, ethics, and the rest of that square stuff—but the text itself is bee-buzz from honeyville: how to be Nice in all kinds of situations, the safe limits of snuggling by the lake (stay out of the water?), how to play Tsohg, what to do if you're choking, which bras not to wear, and how to address an Archdeacon. The 300-page book is well organized, appealingly but not condescendingly written, carefully indexed, and typographically attractive.

"Amy Vanderbilt's New Complete Book of Etiquette" (Doubleday, $5.50)

a 768-page illustrated encyclopedia of the subject, which in this author's hands is a broad one indeed. She discusses problems as subtle as whether a Christian should send a Christmas card to a Jewish friend and the age at which a child chooses his own clothes. She advises on behavior at an Annapolis hop, on use and pronunciation of common words, on office behavior, on cosmetics, handshaking, and barbecues. (Ethics? Not listed.)

But **"The Vest Pocket Handbook of Etiquette"** (Random House, $1.25), for all its compactness, *does* have something on ethics: there is no need to give up your aisle seat at a church wedding to a latecomer, even if you're a male youth and she's an old dowager! A third of this 265-page manual is on weddings, but the remainder is sufficiently varied to make it generally useful. Specific advice on tipping, forms of address, table setting and meal serving, behavior in introductions and dating—all in a tiny handful of a book.

Ethics, business and *Ethics, code of* are both defined in **"2001 Business Terms and What They Mean"** (Doubleday, $4.75), and in other respects the nior executive and his secretary will also find this a profitable desk companion. Explanations are clear and concrete, whether they deal with advertising, sales, stocks, accounting, finance, labor, or other branches of commerce.

The businessman trying to understand computers can learn the principles of their operation as tersely set forth in **The Crescent Dictionary of Mathematics** (Macmillan, $6.50). It is equally valuable for anyone trying to keep up with modern mathematical concepts, or as a quick refresher on simultaneous equations, volumes of solids, paradoxes, the theory of sets, or any of hundreds of other topics from arithmetic to calculus. Diagrams and tables are numerous and lucid.

AND now to Get Away From It All—via the **Standard Encyclopedia of the World's Oceans and Islands** and the **Standard Encyclopedia of the World's Mountains** (Putnam, $10.95 each). "There are few sights in the world that can compare with . . ."; "I fancied I could actually see the curvature of the earth," ". . . . not only a mystery but something of a terror"—this is the siren language of escape, combined in these two 400-page books with historical and geographical facts. They devote about a half-page to each entry in alphabetical order, first characterizing and locating it, with a map reference, in a two-color introductory paragraph, then launching into a provocative, informative description helped, in many particulars, by the discoveries made during the International Geophysical Year. The islands include Manhattan, Hong Kong, and Mont St. Michel as well as Greenland and New Zealand; the "oceans" embrace the Tonga Trench and the Panama Canal; the mountains leap from Everest to Aconcagua and pause at Yosemite. Each volume has its own special set of physical maps, and both offer spectacular views in both color and monochrome.

Many of these views and maps are also available in miniature, printed on gummed paper and bearing monetary values. People who collect such prints and arrange them in albums are known as philatelists. Their hobby is systematically described in the new 400-page **"International Guide to Stamps and Stamp Collecting,"** by Douglas and Mary Patrick (Dodd, Mead, $6.75), who conduct the popular CBC stamp program. In 1,200 questions and answers and a sprinkling of illustrations they work the field over as it has rarely been worked before. While the material is competently organized, not all its wealth is unlocked by the index. Another oddity is that although two pages are devoted to Hebrew letters and (mislabeled) pronunciation, there is virtually nothing on other non-Roman alphabets.

Please note: The relevance of any information printed in the above listed books is only guaranteed for the duration of the peace.

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"Johnson's Dictionary: A Modern Selection," edited by E. L. McAdam, Jr., and George Milne *(Pantheon. 465, xiv pp. $6.50), distills from a monument of eighteenth-century English scholarship an enlightening sampling of the folio volumes, along with the lexicographer's idiosyncratic definitions. Robert Halsband is on the editorial board of the Yale edition of the works of Samuel Johnson, of which Vol. II has just been released.*

By ROBERT HALSBAND

SAMUEL JOHNSON'S great dictionary of 1755 is a monument more often praised than consulted. Since its displacement by Webster it has been out of print—for about 100 years. Today, if they can be found, the two bulky folio volumes are expensive, and will also put a strain on modern shelves and desks. (It must have been a small, one-volume abridgment that Becky Sharp flung from the coach window as she set out for Vanity Fair.) The most sensible way of making the dictionary available is the book we have here—a selection by two Johnsonians devoted enough to have read the 2,300 double-columned pages and judicious enough to have carved out a handy volume.

Their guiding principles seem to me almost entirely sound. They largely eliminate Johnson's ordinary definitions since these can be found in modern desk dictionaries; and they exclude his etymologies, the weakest, most completely superseded part of his work. His pioneering contribution to the art of dictionary-making was to give illustrative quotations for every meaning of a word, and the editors have copied many of them. My only demur is that they should have included more—even if they had had to reduce the number of entries to make room. For these quotations constitute an anthology ("a collection of flowers") of fascinating variety. Although in his preface Johnson said that his quotations would come from writers before the Restoration, whose works he regarded as "wells of English undefiled," he cast a much wider net to include many later writers, some of them ephemeral, others as enduring as Dryden, Swift, Pope, Addison—and himself.

Among his thousands of definitions Johnson's relatively few personal or idiosyncratic ones are notorious—among them, for lexicographer, a "harmless

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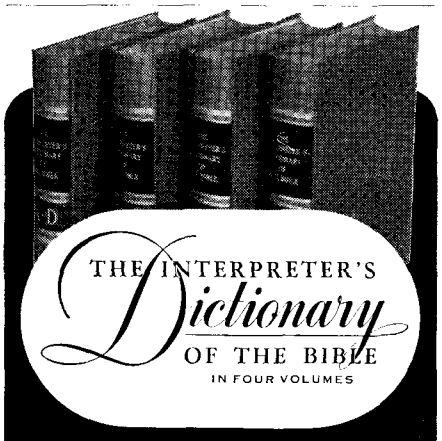

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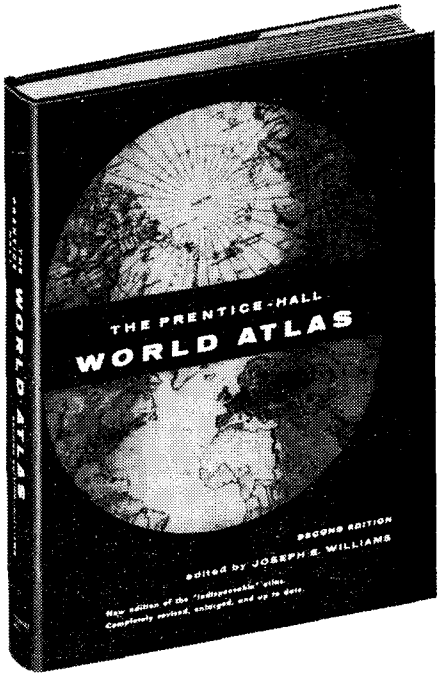
drudge"; for patron, "commonly a wretch who supports with insolence, and is paid with flattery" (referring to his disappointment with Lord Chesterfield); grubstreet, "much inhabited by writers of small histories, dictionaries, and temporary poems"; pension, "pay given to a state hireling for treason to his country" (and he did not revise the definition after he was awarded a pension). His political comments under Whig, Tory, excise, and oats are too well known to be repeated here. These, however, are exceedingly sparse in a total of 41,000 words, most of which are clearly and objectively defined.

Johnson's blunder in equine anatomy (that the pastern is the knee of a horse) is famous because of his reply to a lady who asked him the reason for his error: "Ignorance, Madame, pure ignorance." But it is difficult to understand how he could have made the mistake when he prints as his illustrative quotation a line from Shakespeare's "Henry V": "I will not change my horse with any that treads on four pasterns." Could he have thought that horses walk on their knees?

Although he did not include obscene words ("What, my dears! then you have been looking for them," he chided two ladies who had congratulated him), Johnson saw no reason to be overly delicate about such vulgarisms as arse and bubby; they are duly listed and defined. Some of the words included have a surprisingly modern tang—mishmash, rotgut, dickens (an exclamation), pickle (condition). And we may regret that a number of the expressions listed have fallen out of use: kicksy-wicksey, "in ridicule and disdain of a wife"; or a magnificent mouthful: slubberdegullion, a cant word meaning "a paltry, dirty, sorry wretch."

As he implies in his preface to the dictionary—very wisely reprinted here—he steered a middle course between what we now call prescriptive and descriptive criteria. It is foolish, Johnson says, to suppose that a dictionary can embalm the language and "secure it from corruption and decay," and he explains how language constantly changes. Yet he frequently labels words and phrases as low or bad (and a great number of them have retained that status). The problems he enunciated with such vigor and wisdom in his preface still challenge the lexicographer.

The purist or the scholar may grumble about any "modern selection," and prefer all or nothing; but this selection does succeed in giving the reader a sampling of a uniquely great man and great work, as well as a more extensive view of the landscape of lexicography, where at the moment a bitter battle is being fought over Webster's Third.



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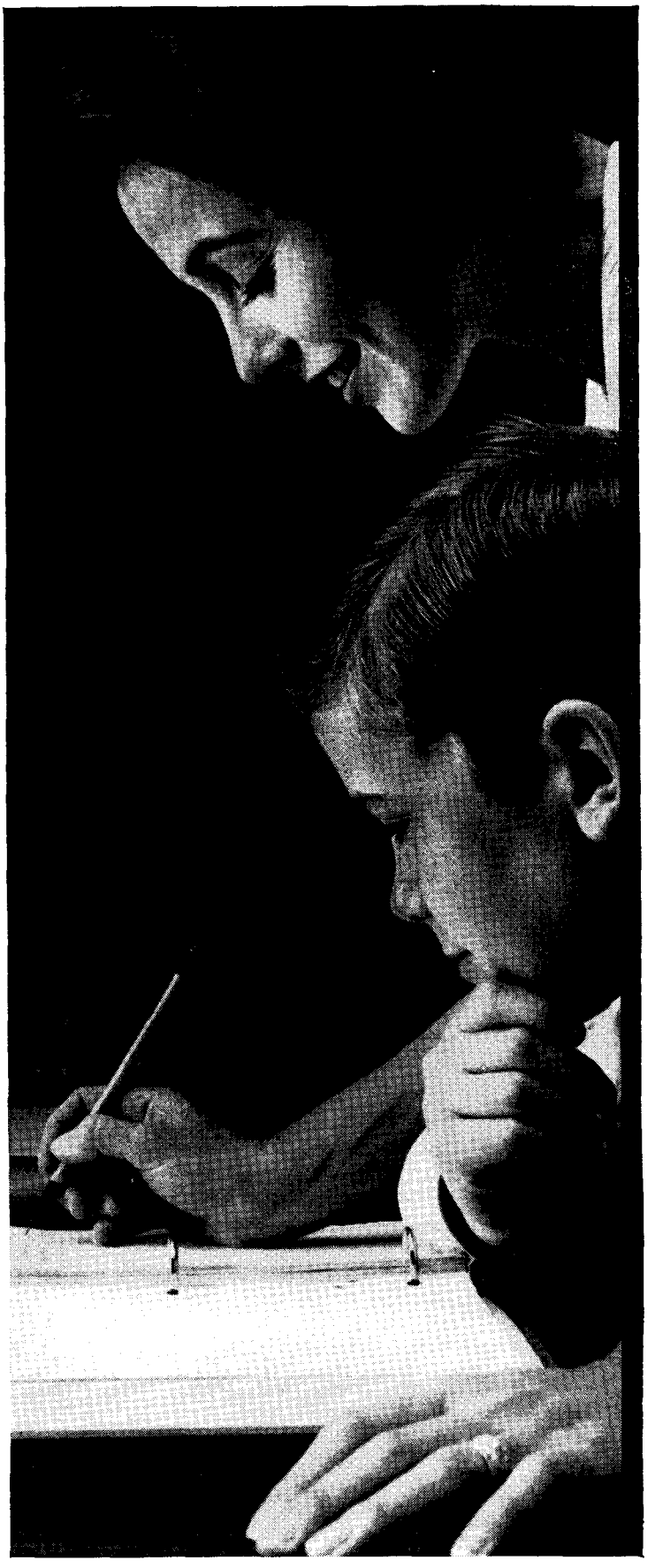

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING
Associate Education Editors: JOHN SCANLON, JAMES CASS

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This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.
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Educational Statesmanship

THE American Association of School Administrators is a powerful branch of the NEA, dedicated to the improvement of public school administration. One of its basic policies has been an emphasis on higher standards for school superintendents. It has interpreted higher standards to mean more graduate courses in professional education, particularly courses in school administration. The AASA has urged stronger state certification laws to make it impossible for anyone without such courses to become a superintendent.

At the AASA convention in Atlantic City last month, James B. Conant tossed a bombshell into the proceedings by proposing a sharp reversal of this policy. "In my experience," said Conant, "what some school superintendents have lacked cannot be provided by any amount of course taking. The first is backbone; the second is a wide acquaintance with the culture of the modern world. . . . Administration is not an applied science like engineering or medicine or dentistry. And there have been troubles enough with professional organizations cramping the activities of universities in these areas. I am quite unconvinced by the arguments I have heard for the approved program backed up by state laws as a rigid prescription for administrators. Superintendents are not teachers. To argue that what is good for one case is good in the other I believe to be fallacious."

Conant is not the first to express alarm over the emphasis on course requirements leading to managerial skills for school superintendents. Writing in these pages a year ago, Harold Howe II, superintendent of schools in Scarsdale, New York, said, ". . . the idea of management is totally inadequate for the needs of American public education. A more creative emphasis is required if the schools are to produce in their students the well-informed and inquiring minds necessary for living in the second half of the twentieth century. Good management with its emphasis on ordered routine, carefully defined policies, and tables of organization is unable to contend with the explosion of knowledge, the revolution in communications, and the multiple social problems of our times; or if it does harmonize education and these disrupting elements, it does so through some larger vision more appropriately called *leadership* than *management*."

We agree with Conant and Howe that certification of school superintendents on the basis of rigid course requirements is not likely to attract the leadership we need. "The administrators of schools, colleges, and universities are the statesmen of education," says Conant. "Flexibility, imagination, and fortitude are the qualities needed by a statesman. . . . the future of public education depends in no small degree on the extent to which school boards succeed in finding and supporting those educational leaders who are truly statesmen."

We hope both the AASA and state legislatures will heed Conant's advice and take care not to establish certification standards for school administrators that will exclude some of the most vigorous and imaginative educational statesmen. —P.W.

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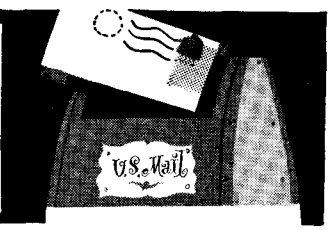
Letters to the Editor



FOREIGN LANGUAGES

As a graduate student in Romance languages and a prospective teacher of French, I was quite pleased to see the several pages you devoted to the "comeback" of foreign languages [*SR*, Feb. 16].

What some of us would like to see now is a thoughtful essay on the role of Latin in our educational system. It seems to me that an "agonizing reappraisal" of its real value is in order. We have too long accepted as part of the rigors of the high school curriculum two years of dreary and seemingly pointless scrutiny of the wonders of the ablative absolute, culminating in the hand-me-down thrills of Caesar's campaigns. We were told it would help our command of English. Is is unreasonable to think that at fourteen and fifteen years of age we should be managing pretty well with a mother tongue properly taught? How many of us, in fact, only took Latin class as the occasion to "relearn" our English fundamentals? The few beneficial "roots" most students seem to remember are worth at best three days' study of English vocabulary. We were also told that our study of Latin would make learning subsequent languages easier. Why not learn them outright instead of spending two years preparing for them?

Edward C. Knox.
New Haven, Conn.

DROPOUTS

Paul Woodring's editorial in your February 16 issue on the subject of school dropouts states the nature of the problem in concise form and with more discernment than anything else I have seen.

David R. Pugh,
Assistant Superintendent—Instruction,
Toledo Board of Education.
Toledo, O.

Your editorial is the best summary of this most important topic that I have ever read. I agree heartily with your sentiments.

At this school, we believe that beyond age sixteen (the compulsory age of school attendance) attending high school is a privilege, and should be reserved for those pupils who take their work seriously and who really *want* a high school education. Our faculty is composed of dedicated teachers who spend long hours helping students who *want* to learn. I see no virtue in awarding a diploma to a pupil who has merely kept a seat warm for four years.

But what to do with those who drop? I again agree with you that a renewed version of the CCC would help. For when a boy (or girl) drops, he is on the town. There is no civic agency to care for his needs, until he is caught for theft or misdemeanor.

Edward H. Lang,
Principal,
Syracuse Central Technical High School.
Syracuse, N.Y.

I was a "drop-out." I never finished high school. My school record was not distinguished to begin with, and became worse with time. I eventually lost interest, and readily yielded to the economic pressure which was always present.

I had made two mistakes: I had gone to a commercial high school, having been badly advised, and I entered high school earlier than I should have. It would have been better for me to have entered high school a year or so later than I had.

After many years of observation I am convinced that there are many like me who start at the wrong place and mature slowly. I think the guidance people in the high schools and the admission boards of the colleges ought to take more account of the fact that some students are misplaced to begin with, and that some grow at a slower rate than others do.

Paul Weiss,
Sterling Professor of Philosophy,
Yale University.
New Haven, Conn.

CHILDREN'S READERS

Otto Klineberg's analysis of the antiseptically clean, jolly, robust, unruffled life in middle-class white suburbia [*SR*, Feb. 16] presented to American school children in the basal reading series is long overdue. His concern over the possible distortions children may develop as a result of this flat portrayal of American life has been shared by many educators. When, however, he discusses the treatment of anthropomorphism and animism in the readers, he exhibits an appalling indifference to the importance of the child's life of imagination.

I find nothing in my own experience of working with children or in Piaget's "The Child's Conception of the World" to justify Klineberg's judgment "that the proliferation of anthropomorphism and animism creates an unnecessary barrier to the intellectual development of children (even young children), who" according to Klineberg, "should be encouraged to make as early as possible a distinction which is in harmony with the truth." Although the introduction of animism and anthropomorphism in the readers may be protested because there it is artificial and clumsy, is Klineberg unmindful of our rich heritage of children's literature? Would he eliminate from children's reading Kenneth Grahame's "The Wind in the Willows," the A. A. Milne stories, E. B. White's "Charlotte's Web," Jean de Brunhoff's "Babar" stories, the Joel Chandler Harris stories, Lewis Carroll's "Alice in Wonderland"—to mention only a few classics of children's literature?

Yes, it is important for the child to come realistically to grips with the world. It is also important for him to have a sense of fantasy, delight, and joy if poetry and art are to have meaning in human experience.

Harvey Overton,
Associate Professor of Education,
Western Michigan University.
Kalamazoo, Mich.

I enjoyed Otto Klineberg's article. Did Mr. Klineberg also select the illustrations of blonde, fair-skinned children accompanying the article?

Kenneth P. Baldridge,
Director,
Baldridge Reading Services.
Greenwich, Conn.

Editor's note: *No. It was our blonde, fair-skinned picture editor.*

Mr. Klineberg's excessive preoccupation with the phrase "northern European in origin" may well reveal a deep-seated resentment he has, but I question whether the emotional stability of children today are terribly affected by the facial features of their school books' heroes and heroines. Granted, it is probably a psychologically sound idea to picture casually other ethnic groups (and indeed, from what he says this is being done), but to lay any stress on them would make members of these groups feel more "outside" and alien than ever before.

Carol Nagy, '64
Mount Holyoke College.
South Hadley, Mass.

Mr. Klineberg cannot have his "truth" without a few stereotypes. How many Norwegian organ-grinders were there in New York or in any other big city in the U.S.? How many Italians worked the forests in Maine? How many Greek cowboys rode the Chisholm Trail? During many years of living in New York City I saw many vegetable vendors with their wagons and trucks—every one of them was an Italian. If a children's book showed a vegetable vendor in the streets of a big city as anything but a "Southern European" it would be less than truthful. This is part of American history, isn't it?

R. G. Schipf.
Carbondale, Ill.

In keeping with Mr. Klineberg's superb article, I shall now confine my children's reading to the "Harold and the Purple Crayon" series. For Harold has no hair at all and, better still, "as of Venus (s)he is said to shed a purple glow."

Mrs. James J. Coughlan, Jr.
Elmwood, Conn.

With Otto Klineberg's article I must fully agree.

However, guilty as we may be of ignoring the other side of the tracks—racially,

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religiously and economically—in our schoolbooks, may I hasten to point out the same amazing discrepancies in our theatre, TV, magazines, newspapers, or whatever media are called upon to reflect America or Amer-ans.

We have only one mirror, that which sends back to us images of opulence, thinness, purity, and light. As an example, to the rest of the nation we Californians have nothing but sports cars, ranch homes, swimming pools with cabanas, and sunshine.

Tre Ford,
Educational Development Corporation.
Palo Alto, Calif.

As a first-grade teacher who is not attempting to solve all of the social problems along with the teaching of reading, I wish to take issue with Mr. Klineberg's textbook analysis.

Perhaps the statement that I find most disturbing in his contention that "it follows that it is never too early to tell the children the truth." Is it not *true* that there are blonde American children who live in nice homes and wear clean clothes and live reasonably happy lives? I deplore the currently prevalent belief that truth is directly related to sordidness. It is, to be sure, equally true that there are dark as well as light-skinned children who live in miserable poverty and wear threadbare clothing and see little hope for the future. How including these as reading matter for first-grade children can improve their condition, I am unable to imagine.

Ruth Williams.
anta Barbara, Calif.

At the conclusion of his excellent article, Dr. Otto Klineberg suggests "the preparation of sample readers designed to give children a more complete and adequate picture of American life, and capable at the same time of making *important* things *interesting*."

We are happy to report that this undertaking is already under way, and not on a sample basis! The Bank Street Readers, now being prepared by Bank Street College of Education in conjunction with the Macmillan Company, are designed to present an authentic cross-section of life in our growing urban centers and surrounding metropolitan areas.

They are not aimed at minority groups. It is our conviction that the majority-group as well as the minority-group child should see people of differing backgrounds represented with dignity in his books.

Irma Simonton Black,
Director, Publications Division,
Bank Street College of Education.
New York, N.Y.

ADVISORY COUNCIL ON EDUCATION

As an admirer of Dr. Sterling McMurrin nd of the excellent leadership that he gave e U.S. Office of Education, I was most interested in his "Inside View" of that office [*SR*, Feb. 16]. His analysis of some of the problems facing American education and the U.S. Office of Education is incisive and sensitive to the complexity of the issues.

He is entirely right that the position of U.S. Commissioner of Education should be elevated to a Cabinet position. While political realities have not yet caught up with national needs in education to make such a Congressional move likely in the immediate future, President Kennedy could undertake additional steps to direct the nation's attention to urgent educational problems. Specifically, he could name a President's Advisory Council on Education consisting of outstanding laymen and educators. Perhaps Dr. McMurrin could be persuaded by the President to head such a Council, which, among many other contributions, could strengthen the hand of U.S. Commissioner of Education Keppel in his task of supplementing local and state efforts to continue the up-grading of American education.

John J. Neumaier,
President,
Moorhead State College.
Moorhead, Minn.

MARGARET BENNETT ON TEACHING

Margaret Bennett's "Teaching Is Better With!" [*SR*, Feb. 16] is so delightfully humorous, true, and much needed that I'm only slightly green when I say, "I wish I'd written that." I was always too intense and serious trying to make the point, but then I'd never tried to teach without "methods" although recognizing their worth, no doubt because I grew up in the household of a very fine educator whose creative methods of teaching were not confined to school.

Methods alone can't make a good teacher any more than piano lessons make a concert pianist, but it is the rare—in fact, nonexistent—concert pianist who gets that way without ever having seen a piano.

Mrs. T. W. Harris.
Highland Park, Ill.

As a student and former practitioner, teacher, and administrator of education in two different systems (French and American), I share Miss Bennett's concern that prospective elementary teachers be given adequate technical preparation. No one in his right mind would think it wise to throw a liberal arts graduate without professional training to the tender mercies of a first-grade class.

But I do not fully share her view that the necessary technical competence is best imparted in regular, college-level courses taken for academic credit. Education courses in the college curriculum should be reduced to a manageable number, and devoted to concepts rather than to minutiae. In this way proper attention can be given to the student-teacher's own intellectual growth through grappling with substantial courses in the humanities and the sciences.

Clarence R. Taber.
Hartford, Conn.

THE NEW MATH

I was greatly surprised that Evelyn Sharp [*SR*, Jan. 19] neglected what I, a high school junior and student of this new material for five years, consider the most important point: how the new math is taught. Although the majority of students studying these new topics will never enter the corresponding fields of science, they can learn from topics such as Aristotelian logic and the set theory to think clearly and logically. This will only happen when teachers learn to encourage students not to accept blindly what they are taught but to figure problems out for themselves. But I have found through my personal experience with the new math that the teaching methods are old. And teaching the new math in the old way is as bad as teaching the old math.

Marjorie Lowenstein.
Maplewood, N.J.

I read your February 16 letters-to-the-editor department with interest. The comment by Professor Calandra reminds me of a statement that appeared on the jacket of "What Is Mathematics?" by Courant and Robbins—a book dealing with, among other things, the law of quadratic reciprocity, the non-denumerability of the continuum, and Liouville's theorem on transcendental numbers. A sentence in the statement read, "This is an easily understandable introduction for the layman." It was signed Albert Einstein.

If I were making a study of the amount of mathematics known to laymen, I don't believe I would ask a physics professor.

Evelyn Sharp.
Tulsa, Okla.

A Citation

AT THE ANNUAL CONVENTION of the American Association of School Administrators in Atlantic City last month, *SR*'s Education Supplement received a citation from the Education Writers Association "for outstanding interpretation of education to the public" during 1962. It was the third time *SR* has received the award since the supplement made its appearance in the fall of 1960. The citation specifically mentioned the article "Is Education News?" by Gloria Dapper and Barbara Carter, which appeared in our issue of March 17, 1962, and the editorial "Can Johnny Read?" by Paul Woodring, published in our issue of January 20, 1962.

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ST. JOHN'S COLLEGE

Four Years with the Great Books

The progressive view that a college should meet all the needs of the student—social, vocational, recreational, and therapeutic, as well as intellectual—is now so widely accepted as to have become conventional. The real radicals, today, are the unreconstructed traditionalists who maintain that the trained intellect is the only proper goal of higher education. Consequently, the educational conservative, if he is conservative enough, discovers to his amazement that he is a far-out pioneer. Such a pioneer is St. John's College. David Boroff is a distinguished interpreter of the campus scene, author of intimate portraits of many colleges, some of which are included in his book "Campus USA."

By DAVID BOROFF

ST. JOHN'S COLLEGE of Annapolis is a small, independent, fervently intellectual school of 300 students (men and women) and a faculty of thirty-seven, which has demonstrated the radicalism at the heart of a conservative ideal of education. What sets it apart from most colleges is that St. John's knows what it wants. Equally well, it knows what it doesn't want: The familiar mix of educational supermarket, employment agency, and day-care center that most colleges have become.

St. John's College is committed to the idea of a liberal education in the most traditional way, its curriculum "a modern equivalent of the *trivium* and *quadrivium* which had once so effectively developed the mental powers of a man." Like most arresting ideas, the St. John's program runs the risk of reduction and distortion. It has been identified with the Great Books plan, and the ill-informed see it as a kind of four year bull session—"Socrates crossing the Severn," in the local phrase. It is often confused with St. John's University, a Catholic institution in Brooklyn with a good basketball team and with only a passing interest in the Great Books. And it has been viewed with a kind of distant respect by the academic world as a talented but somewhat embarrassing relation hopelessly out of step with the academic procession.

St. John's, to be sure, marches only to its own stately music—the music of Plato and Ptolemy, Dante and Shakespeare, Galileo and Leibniz, and some ninety-four other great minds. It rejects the temporal and the transitory in favor of the essential and the permanent. It is hostile to specialization—"the fractioning of the student's attention"—and has harsh things to say about conventional scholarship. The job of the college, it asserts, is to foster "critical intelligence and an awareness of principles that govern our behavior and understanding." These goals, St. John's argues, can best be achieved through an active expropriation of the intellectual tradition of the West. And this means a direct confrontation of "the original sources of our intellectual tradition"—no survey courses, no watered-down textbooks, no home economics, no required gym, no departments of personnel service, no teams. What St. John's offers—no, demands—are four years of monkish devotion to great books, great ideas, great discourse.

That is the rationale of the program. It has its antecedents, of course, in the humanities programs of the University of Chicago, Columbia, and the University of Virginia. St. John's itself is a very old college—established in 1696—in the heart of colonial Annapolis, a charming town where the art of the stroller still flourishes. (The very street signs keep the past alive—"College Avenue, formerly Tabernacle Street.") In 1937, a revolution—strictly speaking, a counterrevolution—hit the campus. Stringfellow Barr and Scott Buchanan—zealots both of them—razed the conventional educational structure that existed and introduced The Program, two words that still have enormous resonance on campus. In doing so, they felt they were being faithful to the spirit of the college, which has a proud classical tradition.

THE program is unique. Perhaps only St. John's—a port of last call for many of its students and faculty—could get away with it. First, there is a common course of study laid out for all four years for everybody—in effect,

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a four-year assignment given to a student when he matriculates. This creates a paradox which often baffles the outsider: St. John's is at once highly authoritarian and free-wheeling, traditional, and bohemian. Secondly, the faculty—all called, with becoming modesty, tutors—teach almost everything. They may come with particular academic competencies, but they never rest on their Ph.D.s. Everybody learns at St. John's.

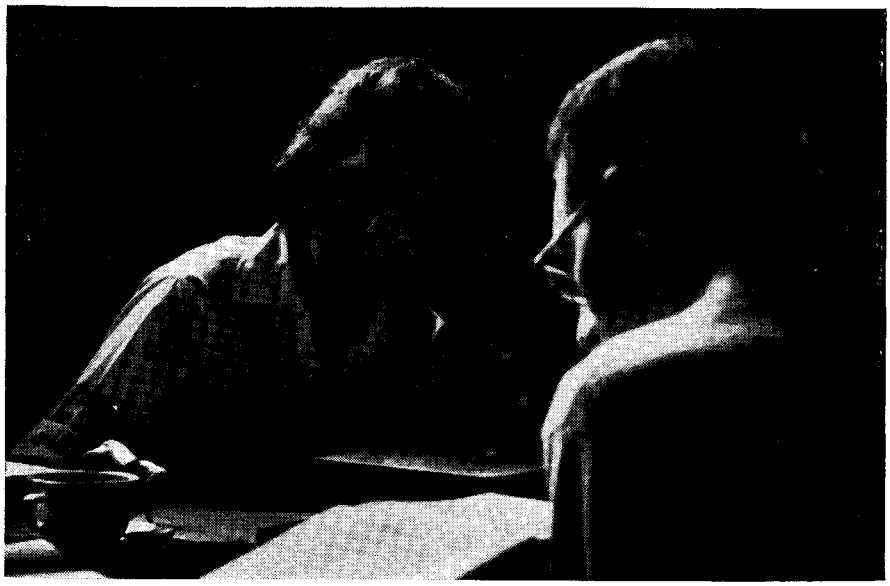
There are grades as an administrative convenience, but as one tutor observed. "It's considered bad form to ask what they are." Instead, there is a harrowing institution, the *don-rag*, in which twice a year tutors evaluate a student's intellectual performance in his presence. Other hurdles include a qualifying exam—the enabling exam—at the end of the sophomore year, a long essay each year, and a fairly ambitious senior thesis on which the student is orally quizzed. These theses are ruggedly venturesome: "Man's Glassy Essence," "The Leap Versus the Wager," "Aschenbach—A Journey to the Tigers."

THE curriculum is organized around the core of 100 Great Books read largely in a chronological order. The authors of these books have been described as the real faculty of St. John's. They are carefully selected, and what is more they are never granted tenure. However, over the years they have borne up well. The first year is devoted mostly to the Greeks—Homer, Plato, Aristotle, Aeschylus, Herodotus, Hippocrates, et al.—and the second year to the Roman and medieval periods—Virgil, the Bible, Dante, Chaucer, Plotinus, Machiavelli, Copernicus, et al. The third year is concerned with the seventeenth and eighteenth centuries—Rabelais, Milton, Cervantes, Voltaire, Locke, Rousseau, et al.—and the senior year with the nineteenth and twentieth centuries—Goethe, Balzac, Nietzsche, Marx, Freud, Einstein, et al. Students' class time is divided weekly among seminars (four hours), tutorials and language and mathematics (at least eight hours), two afternoon laboratory sessions (six hours), and a formal lecture. St. John's students are required to take more mathematics and science (four years of each) than students anywhere in the country. Their reading assignments are staggeringly heavy and include some of the dullest books in the world. (St. John's does not guarantee that the classics make jazzy reading.)

The program is rounded out by a Friday-night lecture either by a tutor or by such itinerant intellectuals as Mortimer Adler, Leo Strauss, or Northrup Frye. Lecture topics last year included such unfrivolous subjects as "Reflections on the Idea of Science," "The Mind-Body Problem," and "History's Dimensions and Modes." Even the lecture has a characteristic St. John's flavor. The lecture concluded, there is a brief pause for coffee, and then the lecturer must face up to dogged questioning from his audience in a special chamber called the Questioning Room. "It's ugly orange and gray," a student said, "designed to make people angry." It is significant that the lecture—for which attendance is mandatory—takes place on Friday night while college students elsewhere are drinking beer and doing the twist.

The life of the mind triumphs; everything else is peripheral. The arts, with the exception of music, are extracurricular, and there is some discontent about that. There are clubs, but oddly enough, instead of providing relief from the program, they supplement it, e.g., study groups in Old Testament and Hebrew. ("Like us," a tutor remarked, "they have a kind of intellectual gluttony.") There are good enough athletic facilities, including a boathouse and sailboats, but nobody is under pressure to be an all-American boy or girl. (The intramural teams, characteristically, are based on seminar groupings.) What is pivotal is the program. How people feel—whether they stay or leave—depends on their relationship to the program. It is a dangerously centripetal place—there is no escape anywhere in its thirty-six acres. (It is so intimate that tutors often communicate with their students by taping a notice to a staircase bannister.) But what this means ultimately is a splendid intensity. The apathy of so many college students is inconceivable at St. John's. At what other place would the most severe punishment for a student be banishment from the Coffee Shop—Excommunication!—where the post-seminar seminars on Monday and Thursday evenings run on into the small hours of the morning? "It's the first time I haven't been bored by April," a transfer student said. And when alumni return for a Homecoming, instead of the usual post-adolescent inanities, they want to attend seminars and talk, talk, talk in revival of those golden days.

It's not an easy life; intellectual exercise is hard work. The tutors press the students unrelentingly in their first year. In seminar, the words *I feel* are taboo; students must earn the right to say, *I think*. Nothing is taken for granted, and traditional ways of looking at things are splintered. Christians undergo a religious crisis, and Jews find themselves disturbingly challenged by the New Testament and the Church Fathers. When tutor Curtis Wilson, after much intellectual annihilation, points to a table and declares, "I believe in the pre-givenness of this object," the students sigh with relief.



"Reading assignments are staggeringly heavy and include some of the dullest books in the world."

WHO are the students, and why do they come? About 65 per cent come from public schools and 35 per cent from private schools. A handful of precocious ones are admitted from the eleventh grade. Of the new students—seventy men and fifty-six women—one-fifth attended other colleges. (Transfer to St. John's is not a casual detour in one's academic *Wanderjahre*. You have to mean business since at St. John's everybody starts as a freshman; there is no transfer credit.) On College

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Boards, the freshmen do well but not quite on the Harvard-Swarthmore-Reed level (verbal: 635; math: 588).

"We are not so much *selective* as we are *selected*," the director of admissions explained. In general, incoming students tend to be bright youngsters for whom conventional education does not really work. They are the truth-seekers, the restless drifters, the talented ne'er-do-wells, the burning ones appalled by slackness everywhere. The no-nonsense intellectualism attracts many; for others, who are all unravelled impulse, the promise of intellectual discipline is alluring. One boy chose St. John's "because I have no particular interest except reading and writing." For another, the clincher was the catalogue—"it's beautifully written and it actually discusses principles of education." A boy who knocked around the country after high school decided he was ready for education "*as a deliberate and personal thing*. I looked through a lot of catalogues—the Madison Avenue poetry," he explained. "But that wasn't for me. Then I read the St. John's catalogue, and it seemed too fantastic to believe."

St. John's transfer students are eloquent in their endorsement of their new home. "Ideas there were extracurricular," a girl from one of the Big Ten observed. A boy from Princeton remarked: "The difference there and here is between being a technician and a philosopher". Only transfer students from Swarthmore and Dartmouth indicated that the intellectual level of their former schools equalled St. John's.

What Big Football is at some colleges and fraternity parties elsewhere, the seminar is at St. John's. Twice weekly—on Monday and Thursday evenings—the bells toll and the church of learning convenes. The students, stubbornly disheveled at other times, dress neatly for this occasion and come trooping into their seminar rooms with quiet anticipation. The tutors—two at each seminar—sit at opposite ends of the table and for at least two hours stage-manage for fifteen or twenty students an intellectual drama of varying intensities. Everyone has read the text—at least 100 pages—and the discussion is open. What ensues is an Olympiad of opinions, but there are pitfalls for the unwary. Opinions must be supported by argument and evidence; relevancy must be maintained. And there is always the tutor, a remorseless Socrates, to define the issues, castigate the woolly-minded, herd the intellectual vagrants back into the pen, and prick the discussants with that simplest, most infuriating of words: Why? Politeness is mandatory—it is always Miss or Mr.—and you attack the idea, never the person, but it is open season on unexamined assumptions and muddle-headedness.

I attended a seminar presided over by the former dean, Jacob Klein, and a young tutor who comported himself with the modesty of apprenticeship. (At St. John's the charismatic figures are not the youthful charm boys as at some schools but the wise elders like "Jascha" Klein and Victor Zuckerkandl.) The text for the session was Luther's "Epistle to the Galatians." Klein is a superb seminar leader—alternately playful and stern, mock-helpless and authoritative. He will bully when necessary and drop his voice at other times to a daddy's gently ministering whisper. What is remarkable is that after decades of seminarsmanship he still has enormous sporting instinct.

"Do you know what Luther would say?" Klein asked. "That we are following the whore Reason. Nevertheless, we can't help it. Nor can Luther." For two hours, they plunged into the thickets of theological speculation. The passage—"Now not I but Christ liveth in me"—was turned this way and that. ("Has anyone considered that Christ doesn't exist, that he's merely a metaphor?" a boy mused aloud.) Some of the talk was first-rate, some of it ingenious, some of it foolish, some of it mere verbiage. The seminar, I was told, was only fair, not one of Mr. Klein's best. But I shall not soon forget one of the students in the seminar—a beautiful long-haired blonde who just sat there throughout the two hours smiling with sheer happiness at the intellectual riches around her.

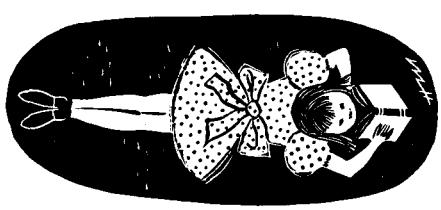
AT 10 P.M. it was all over ("Next week is Machiavelli"), but the curtain did not come down. Hordes of students and their tutors converged on the coffee shop for a seminar on the seminar. They compared notes, they reviewed their triumphs and defeats, they raged, they complained. Mostly they picked up loose threads of ideas summarily dropped in seminar.

"What were you discussing?" I asked a couple sitting nose to nose over their coffee.

"Shall I tell him, or will you?" he asked her.

"Truth," she said unblushingly. "It's what we always discuss."

If the seminars are the bold enveloping actions, the tutorials are the close order drill of liberal education. In those I visited, the students were learning how to take readings of the sun, analyzing a Shakespearian sonnet, ar trying to show how the technical devices of "The Magic Flute" serve the ends of the story. The students have a kind of Actors Studio approach to communication. Everything is very inward, and when they do speak they are often inaudible



Nevertheless, they communicate. And no academic community in my experience is so cohesive, with its members so intimately responsive to one another. It is a seamless institution with little separation between the curricular and the extracurricular. The campus magazine, *The Collegian*, is not an arena for student expression in the usual sense. It is the publishing arm, so to speak, of the seminar. In it both students and tutors discuss abstruse problems in mathematics and logic and publish occasional stories and poems. What elsewhere is called Student Government is here called the Polity—"based on Athenian civil practices," a student told me. (Reassuringly, they have the same fights as elsewhere but couched in much fancier philosophic idiom.) But intimacy can coexist, paradoxically, with a deep concern for privacy. At St. John's there is no counseling, no psychic snooping unless the student's intellectual efficiency has gone awry. And when girls go away for the weekend, their dignity as adults is unviolated: they leave word of their destination in sealed envelopes not to be opened except in an emergency.

The students range from fundamentalists to High Church, from peace marchers to Goldwater conservatives, from raffish nonconformists to Esquire males—"and don't forget the mishmash in between," an uncompromising type added. A very proper matron, the mother of a St. John's student, acted as hostess for five of her son's college mates. "Just give me one neat, crewcut Ivy League boy," she implored ater a few days of sartorial chaos.

Social life is studiously informal. "There are a few couples going steady; the rest of us are mobile," a boy explained. Nor is there any weekend hysteria. Girls feel comfortable going to parties unescorted or even with lower classmen. (To be sure, though there are almost twice as many boys as girls, the latter complain about the meager resources on campus.) There are big blasts when students pass their enabling exams and a June Ball at which boys actually wear suits and ties ("for us that's formal"). Some sensitive souls who shrink from the crass round of beer and dancing talk

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yearningly about the old days—two or three years ago—when there were poetry parties with wine and cheese.

On a campus full of skilled rhetoricians, it is inevitable that there would be divisive issues. Currently, it is the business of visitations in the dorms. Authorizing visits, which now take place illicitly, presents problems. Girls would have to watch their dress since there would be boys prowling about their corridors. And what regulations should there be, and who will enforce them? In an atmosphere of almost exacerbated moral self-consciousness, there are always those who say, "Who am I to make a moral judgment?" The deans, low-pitched types, have been all through this before. "They'll get tired of the invasion of their privacy," the dean of men said. "They'll cancel it and then another generation of students will come along and start the business all over again."

The issue of appropriate dress is also good for a fight. Some girls have to be persuaded that it is not "intellectually disloyal" to look attractive, and the boys have to be cajoled into dressing decently in the interest of harmonious relations with the town. And they fret about this. A St. John's yearbook—like no other in the world, it is full of disputation—argued: "What have students to do with gossips on Maryland Avenue or fund-raisers in Kentucky?" Occasionally, there are incidents. When the new lab building was inaugurated, students showed up in blue jeans during the ceremony to demonstrate both their intractability about dress and their contempt for the slablike modern architecture.

But mostly they brood about the program and their relationship to it. The "status thing" on campus is ability in seminars, and the students nag themselves about their insufficiencies. And they measure themselves as well against the outside world. What is a virtue on campus—the common program which enables you to talk to anyone—sets them apart from the off-campus world. "When you get home full of Plato and Euclid," a girl lamented, "you find that you can't communicate with the kids you went to high school with." And some have the uneasy feeling that despite the local propaganda they are really "taking four years out." (This, by the way, is not true. St. John's students get into the best graduate schools and even into medical school with a little extra work.) As an antidote to the feelings of isolation, students recently organized The Forum, a heretical seminar devoted to issues of the day. Inevitably, a diehard alumnus deplored the debasement of the St. John's ideal in the alumni bulletin.

Still another vexation is the prickly relationship with the town of Annapolis. Overnight, back in 1937, what had been a genteel, somnolent little college became, from the point of view of the town, a hotbed of God-knows-what. There has been a tendency since then for the townspeople to give their affection exclusively to the Naval Academy across the street where the midshipmen are patently—if somewhat boringly—upstanding, clean-cut types.

The midshipmen and St. Johnies largely ignore each other. Occasionally, some of the more sophisticated midshipmen pay St. John's the compliment of turning up at the Friday evening lectures. There is also some romantic piracy on both sides. Midshipmen date St. John's girls on occasion ("It's nice to be asked out in a formal way," a girl explained), while marauding St. Johnies late-date the midshipmen's girls. The technique is Machiavellian: they follow the couples to the girls' boarding houses, and when the midshipmen come tearing by in their frantic rush back to the Academy, the St. Johnies coolly take over.

The college has not always been tactful. In a town immoderately in love with its colonial homes, a tutor built an intransigently modern one and offended the local historical society. An alumnus recalled with admiration Stringfellow Barr's attack on the Navy Department during World War II for wanting to take over St. John's as part of the Academy's expansion program. And currently some of the townspeople are distressed by integrationist sentiment on campus. Some students have even been arrested for participating in integrationist activities. "Annapolis has the only jail in the country," a student remarked, "with Greek inscriptions on its cell walls." The current president, Dr. Richard D. Weigle, is active in community affairs and has done a good deal to interpret the college to the community. For his pains, he is taken to task as an appeaser by some who are not easily denied their martyrdom.

It is a ticklish business to administer a college which is determinedly unworldly. The current dean, John S. Kieffer, and his predecessor, Curtis A. Wilson, are both gentle, shy, austerely intellectual men who probably could not meet a payroll if they tried. The iron in the administration, of course, is provided by Weigle, who at first blush seems a hearty, promotional type. Despite his aura of salesmanship, Weigle is disarmingly modest about his role at St. John's. "In some respects, I'm a fish out of water here," he explained. "By training I'm a historian—diplomatic history—and no one is likely to pay much attention to that. My job is to facilitate the work of the faculty. It's not to put up buildings or to make things look imposing but to create appropriate conditions for learning." And he is not above going from room to room putting out the lights that the seminarians, in their absorption in ideas, left burning. But he is also engaged in raising money for a Santa Fe branch of St. John's, which, if all goes well, will open in September 1964. The St. John's idea is for export.

To be entrepreneurial at St. John's is suspect. At bottom, the students don't want to share their uniqueness; they couldn't care less about Santa Fe. They complain that Weigle talks too much about money. The faculty, however, is wiser and kinder. They consider

"What Big Football is at some colleges and fraternity parties elsewhere, the seminar is at St. John's."

Weigle a good president. "He's an intelligent and able man," one of the most respected tutors said, "and it's lucky that he's promotional."

The faculty is consistently interesting, sometimes exciting. Like the students, the tutors are off-beat types with wide-ranging interests. One of the best tutors on campus recalled that at Princeton he was regarded as "an escaped madman" and was told that he would be all right if he "gave up his large designs and polished his professional axe." At St. John's they find a fulfillment not easily available elsewhere. But they pay a price for it, for teaching at St. John's does not serve the ends of a conventional academic career. As one tutor said, "It's not a good place to go *from*. It's all right to sample it for a few years and then go on, or to stay on only if you're really interested in teaching." And

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TEACHING ABOUT COMMUNISM

For many years during and after World War II, most of the nation's secondary schools carefully avoided critical classroom analysis of Communism and the USSR. As a result, a great many young Americans finished school with an incomplete understanding of the theory and practice of twentieth-century tyranny—and, too often, with an equally hazy appreciation of the meaning of democracy and freedom in the long annals of human history. During the last two or three years, however, a dramatic reversal in public attitudes has stimulated a growing number of courses about Communism in the schools. In this article, Richard I. Miller, Associate Director of the National Education Association's Project on Instruction, assesses the effectiveness of the new courses and suggests how some major pitfalls can be avoided.

—The Meaning of Communism, by William J. Miller © 1963, Silver Burdett Co.—cover designed by Marc Ratliff, photo by Walter Daran.

BY RICHARD I. MILLER

TEACHING high school students about Communism is a recent development to meet a serious challenge and threat to our way of life, yet the challenge we face is the latest phase of an age-old struggle—dating back at least to Athens vs. Sparta—between two systems of social organization for governing men and preserving civil order. Fundamentally different, one stresses the individual and the other stresses the state. More recently, the chief protagonists in this basic conflict were England and Nazi Germany; today they are the United States and Soviet Russia. This age-old struggle between man as master of man and man as master of men has new significance today in light of the rapid development of technology, transportation, and communication. For the first time in history, the victor may be able to set a world pattern that will endure for a long time.

Every secondary-school student should be wisely knowledgeable about conflicting ways of life, with an emphasis upon Communism. Such knowledge cannot be picked up after school, like a sport skill or a dance step; it requires the organized academic atmosphere found only in the schools. Unless the average student acquires fundamentally sound knowledge about Communism during his secondary school years, he probably will not have another opportunity to do so.

MANY reasons could be given to substantiate the importance of this knowledge, but two stand out: In the first place, Communism is counteracted most effectively through the intelligent use of factual and authentic knowledge about its aims and methods, its strengths and weaknesses. As Thomas Jefferson pointed out: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." In other words, we bargain best from a position commanding the facts and the intelligent use thereof. Effective baseball pitchers know this lesson well. They keep a mental folder on every batter, noting his stance, favorite strategies, and likely reactions under various circumstances. Thus, by means of rational knowledge about the opponent, one has appreciably greater chances of coming out ahead.

In the second place, a better understanding of the American way of life almost inevitably flows from a systematic and rational study of conflicting ways of life, with a focus on Communism. In the first act of "Julius Caesar," Cassius asks Brutus:

> "Tell me, good Brutus, can you see your face?"

Brutus answers:

> "No, Cassius, for the eye sees not itself/ But by reflection, by some other things."

Ralph Linton, the noted anthropologist, has said that one understands his own culture much better if it is held in focus with at least one other. Thus a scrutiny of the Soviet system offers points of reference that will facilitate deeper insights and understandings of our own way of life.

Fortunately, the witch hunts and hysteria of the McCarthy era are past, and today the situation is more favorable than at any time since World War II for a rational and penetrating approach to teaching about Communism and international relations. For the first time in recent history, important national organizations are on record favoring teaching about Communism. These include the American Bar Association, American Legion, American Political Science Association, Chamber

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of Commerce, Congress of Parents and Teachers, National Council for the Social Studies, National Education Association, the Veterans of Foreign Wars, and many others.

The proliferation of statements, materials, and syllabuses attest to the increasing interest among citizens, educators, and legislators in favor of giving more attention to teaching about Communism.

The chief state school officers (commissioners and state superintendents) in all fifty states and the District of Columbia responded to a recent questionnaire study on teaching about Communism. When asked their attitudes about the degree of attention given to this subject in their states, thirty-four favored greater emphasis; thirteen approved continuation of existing emphasis; two wanted greater emphasis in some aspects, and continuation of existing emphasis in other; and one wanted less emphasis.

Chief state school officers have taken a leadership role in initiating studies and supporting programs for teaching about Communism. The survey found that studies or programs had been or were being initiated in twenty-seven states. For example, the Idaho State Department of Education published "Facts about Communism" in 1961, and mailed it to schools with a letter explaining its use; the Oregon superintendent of public instruction has spearheaded development of a resource unit for that state; and the South Carolina educational chief has appointed a committee to compile school materials and bibliographies contrasting the American way of life with Communism.

Thus far three state legislatures have passed laws and two others have passed resolutions on teaching about Communism in the public schools. (A resolution can have almost as much force as a law, depending upon the mind of the legislature when it was passed and what happens afterwards.)

Florida passed a detailed law in 1961, requiring all public high schools to teach a course of not less than thirty hours entitled "Americanism versus Communism."

What might be termed permissive

Some Guidelines for the Teacher

A study of basic concepts helps students understand Communism as a systemic whole. Concentration on any one aspect—economic, political, ideological, or social—at the expense of others tends to create a skewed picture. Basic concepts also provide a framework for classifying, relating, and evaluating new knowledge.

The following fifteen broad concepts can serve as a framework for the study of Communism in the public schools.

A. Communism is an ideology that stresses—

1. Marxism-Leninism as the primary interpreter of values. Morality is guided and inculcated by the state, and is determined by whatever serves the survival and growth of Communism. According to Marx: "Religion is the sign of the oppressed creature, the heart of a heartless world, just as it is the spirit of a spiritless situation. It is the opium of the people."

2. Extreme "evangelism" and support of Communist doctrine on a world-wide basis rather than holding the philosophy of "live and let live." The existence of Communist parties can be found in almost every country, and the purpose of their existence is the same—to seize or gain power.

3. The doctrine of inevitable class struggle and conflict within capitalist societies, and the inevitable decline of capitalism; the ideal of the development of a classless society in Communist states and eventually throughout the world. Human, economic, and educational equality are included in the ideal of a classless society.

4. Extreme idealism. Communism, according to its purveyors, will ultimately bring material plenty for all, and the true creative potential of man will be released for the first time.

5. Dialectical materialism—the combination of the dialectical method of argumentation with a materialistic philosophy.

B. Communism is an economic system that stresses—

6. State planning in almost all aspects of national life.

7. The theory of surplus value, based upon principles developed from "laws of social development," as expounded by Marx, Engels, and Lenin.

8. Emphasis on industrialization, economic growth, and material power.

C. Communism is a political system that stresses—

9. Democratic centralism—the ultimate policy-making authority is with the Communist Party, in some interaction with the masses of the people.

10. Adaptation of the means used to the ends in view, and unswerving loyalty to those ends.

11. Precedence of the society's needs and rights, as interpreted by the state, over those of the individual citizen.

12. Strong and comprehensive control of thought and expression, to mold the ideal Soviet man. Public education is designed to achieve the material and ideological ends set by the state.

D. Communism is a social system that stresses—

13. Historical materialism—the application of the general principles of materialist dialectics to human society.

14. Worker security and social welfare benefits to those who cooperate fully.

15. Individual competition within the limits set by Communism, and a system of rewards for the best contributions to the building of Communism.

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Latvian-born Ilze Freivalds tells fellow students at Calvin Coolidge High School, Washington, D. C. what it is like to live under Communism.

laws—allowing but not requiring the subject to be taught—were passed in California in 1951 and in New York in 1961.

Georgia (1962) and Louisiana (1960) have passed concurrent resolutions requesting units of instruction on Communism be taught in the public schools. The State of Louisiana subsequently has passed a law calling for seminars on Americanism and Communism for high school teachers and students.

The vast majority of educators and chief state school officers firmly oppose legislation on teaching about Communism, preferring to develop programs to meet students' needs rather than legislative requirements. State laws restrict the program and force schools to teach something for which few are prepared. As a result, the teaching approach used by teachers tends to fall between two extremes—the emotional "get-in-there-and-fight" unit, amounting to a brainwashing job with ephemeral knowledge and little analysis, synthesis, and interpretation; and the dull and pedantic unit, eliciting a show of enthusiasm from the students only upon their completion of it. Both approaches are "safe," and both are inimical to good education.

General policy statements on teaching about Communism, developed by state boards of education in close cooperation with state educational authorities, should be encouraged. Such action can provide models for local school systems and set a tone for schools and citizens alike.

Recently, state boards in several states—Delaware, Maryland, New Hampshire, New York, Ohio, Tennessee, Utah, and Virginia among them—have passed resolutions or have directed their state departments to develop materials. Tennessee's statement called for "suitable" instruction "concerning our American Democratic Republic and contrasting totalitarian systems, including Communism and Fascism. . . ." New Hampshire's State Board established a writing committee to draw up a curriculum bulletin dealing with Communism and related ideologies, and set up an advisory committee to review it.

Good teaching requires good materials. Outstanding teaching units have been prepared by local systems—Hawthorne and Ventura, California; Bucks County, Pennsylvania; and Baltimore County, Maryland, for example. Unfortunately, they represent the exceptions rather than the rule. Inadequate units and programs produced at the local level far outnumber the good ones.

Inadequacies in locally produced materials can be traced to a variety of sources, such as fear of community extremists, insufficient time for planning materials, and insufficient resource materials. Moreover, failure to utilize college and university experts seriously compromises quality. Campus resources are a few hours' drive from almost any secondary school in the nation, yet they are called upon only rarely.

The blame for lack of communication between secondary-school educators and specialists falls upon both groups. Fortunately, a sense of responsibility is growing among scholars as well as among public school personnel. At the 1962 meeting of the American Political Science Association, William Y. Elliott, professor of government at Harvard University, chided his colleagues for not taking, and in some cases initiating, action. And John M. Thompson, director of the Russian and East European Institute at Indiana University, has observed that "scholars are increasingly prepared to make available their skills and services in this field. I just wish more school systems and other educational groups would use the knowledge and judgments of specialists on Communism."

State departments of education—with greater human and material resources than local systems—tend to develop more scholarly and balanced materials and programs. Several examples of outstanding efforts at the state level could be cited. Generally speaking, they have been the result of teamwork by state educational officials, scholars in international relations, administrators, teachers, and citizens.

Materials produced by a few states,

(*Continued on page 76*)

Views on Teaching About Communism

"It is most urgent that American Schools tackle in earnest the task of teaching our youth about Communism—totalitarianism in its toughest, most militant form—with the facts and values of our American heritage."

—John F. Kennedy,
President of the United States.

"Competition for men's minds begins when they are students. This is when they must be taught to discern between the American form of government and the Soviet form."

—Dwight D. Eisenhower,
Former President of the United States.

"Our schools represent a most important force in the struggle against Communism. The task of education in this nation—that of developing and encouraging the spirit of inquiry and freedom of thought—is vital in exposing the fallacy of Marxism-Leninism. Every student should be able to contrast the principles of our democracy with the grim reality of Communist states."

—J. Edgar Hoover,
Director, Federal Bureau of Investigation.

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First Winners of the Danforth Award for College Teachers

FIVE college teachers have been chosen this week as the first recipients of the Danforth Foundation's Associate Award, a grant which will enable them to devote a substantial part of the academic year 1963-64 to interdisciplinary studies, inquiries into the relationship of faith to their subject, and readings in the field of counseling.

Purpose of the award, according to the Foundation's announcement, is to call attention to the need for emphasizing personal elements in education and to honor outstanding teachers "at a time when scholarly research and publications are the surer paths to academic success."

The winners, pictured below, were chosen by the Foundation's Advisory Council. Each, in the judgment of the Council, has "demonstrated unusual skill in classroom teaching and has shown a remarkable skill in working with students personally to encourage their full individual growth."

IAN G. BARBOUR, *Associate Professor of Physics, Chairman, Department of Religion, Carleton College.*

Born 1923, married, four children.

Education: Swarthmore College, B.A., 1943; Duke University, M.A., 1946; University of Chicago, Ph.D., 1950; Yale University, B.D., 1956.

Special fellowships and other honors: Phi Beta Kappa; formerly on editorial board of *The Christian Scholar;* Soc. for Religion in Higher Education; Am. Council of Learned Societies Study Fellowship.

Major publications: "Christianity and the Scientist," Association Press, 1960; chapter, "The Methods of Science and Religion," in "Science Ponders Religion," edited by Harlow Shapley, Appleton-Century-Crofts, 1960.

FREDERICK BERTHOLD, JR., *Dean of the William Jewitt Tucker Foundation, Dartmouth College.*

Born 1922, married, four children.

Education: Dartmouth, A.B., 1944; University of Chicago, Theological Seminary, B.D., 1947; University of Chicago, Ph.D., 1954.

Special fellowships and other honors: Phi Beta Kappa; Society for Religion in Higher Education; D.D., Middlebury College, 1959; D.D., Concord College, 1960.

Major publications: "The Fear of God," Harper, 1959; "Logical Empiricism and Philosophical Theology," *The Journal of Religion,* XXXV (1955).

C. WARREN HOVLAND, *Professor and Chairman of the Departments of Philosophy and Religion, Oregon State University.*

Born 1918, married, two children.

Education: Lawrence College, B.A., 1940; Yale University, Divinity School, B.D., 1943; Yale University, Ph.D., 1949.

Special fellowships and other honors: Phi Beta Kappa; Sterling Fellowship, Yale University, 1948-49; Danforth Post-doctoral Grant, Harvard, 1957-58.

Major publications: co-author, "Studies in the Reformation," John Knox Press, 1962; "Student Intelligence and Integrity," *Improving College and University Teaching,* April 1961.

LEE C. MCDONALD, *Professor of Government, Pomona College.*

Born 1925, married, five children.

Education: Pomona College, A.B., 1948; UCLA, M.A., 1949; Harvard, Ph.D., 1952.

Special fellowships and other honors: Phi Beta Kappa; Board of Editors, *Western Political Quarterly.*

Major publications: "Western Political Theory: The Modern Age," Harcourt, Brace and World, 1962; frequent contributor to political science journals.

WILLIAM H. K. NARUM, *Professor of Philosophy and Religion and Chairman of the Department of Philosophy, St. Olaf College.*

Born 1921, married, three children.

Education: St. Olaf, B.A., 1943; Luther Theological Seminary, B.Th., 1945; Princeton Theological Seminary, Th.M., 1946, and Th.D.., 1951.

Special fellowships and other honors: Fulbright Research Scholar, Göttingen and Heidelberg, 1954-55; Visiting Lecturer, University of Iowa, School of Religion, 1957-58.

Major publications: contributor of two chapters, in "Christian Faith and the Liberal Arts," Augsburg Publishing House, 1960; frequent contributor to theological journals.

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Great Books in Paperback

By JAMES L. JARRETT, *President, Western Washington State College and former President, Great Books Foundation.*

A RECENT cartoon shows an airplane dropping to the shipwrecked, tattered inhabitants of a desert island not food or medicine but cartons of great books. Presumably, these are books any right-thinking sailor would have put into the lifeboat, if only there had been time. They are the books most frequently mentioned in the old parlor game that begins, "If you knew you were going to be stranded and could have only one volume with you . . ."

However old, the game never quite loses its fascination in any of its variants, such as, "What are the ten most influential books of modern times?" or "What are the five funniest books ever written?" or "Name the twenty-five best novels!" or "What changes would *you* make in this list of 'The One Hundred Great Books?'" And any number can play.

However, the very expression "Great Books" is likely to prove a red herring, to some having the odor of intellectual sanctity, to others, the smell of snobbism or commercialism. One of the good (though not great) books which awaits the writing is a description of the complex phenomena in our day, summarized by the phrase "Great Books." Among the points it covers, it will certainly need to make the following:

1. College students (and increasingly, high school students) are now generally required to read—and not merely read about—Homer, Sophocles, Plato, Augustine, Dante, Descartes, Voltaire, Darwin, Nietzsche, and their peers. Yes, and oftentimes Lao-tze and Confucius, too. (If anyone says, "Of course!" I respond, "Hold on. But a few years back, it was not so.")

2. Thanks to paperback popularity, very fine works which had been long out of print are again available, and apparently they get sold. (If anyone says ". . . but not read," I respond, "Cynic!")

3. Adult discussion groups, leaning heavily on great, or at least highly esteemed, books seem to be gaining in popularity. Those sponsored by the Great Books Foundation are now said to number some 3,500.

4. Participants in these groups are, by and large, not the unlettered masses seeking a bootstrap, prestigious education, but college alumni—and even more alumnae. Some of these complain that in their day they managed to get through college without much commerce with the classics. Others explain that they are renewing casual acquaintances of their youth. Both types irritate some critics who speak of "culture vultures" or, since such groups typically manage their discussions without teachers, "a pooling of ignorance."

5. Encyclopaedia Brittanica's set of "Great Books of the Western World," after a slow start, is said to be a highly profitable commercial success. It is still frequently confused with the nonprofit foundation's program, which uses sets of paper books and no "Syntopicon."

6. History records no one's ever having been completely satisfied with any one else's list of *The* Great Books, and seldom even with his own.

NOT long ago a friend of mine, a physician who, having established a successful practice, is looking now to his own liberal education, which he claims not to have got in his own schooling, confessed the woeful inadequacies of his personal library. The question was, "How well can you do these days in building a really respectable library of paperbacks?" I said that I thought very well indeed.

"How much would you have to spend?"

"Tell me first how many great books there are."

"Oh, all right, how far would a hundred dollars go?"

"Hm. . . ."

So I was back at the old game, this time armed with a copy of "Paper Bound Books in Print." I would try to select books which an intelligent adult should find largely intelligible without elaborate technical preparation or special tutelage. I would assume that there were already in the household only a Bible, a complete collection of Shakespeare, a few good poetry and short story anthologies, and an adequate dictionary, all of which might easily be in paperback, of course. I would arbitrarily cut the list off at World War I, even though most Great Books buffs of my acquaintance take a lively interest in contemporary writers and may think that several of them have written truly great works, e.g., Proust, Whitehead, Kafka, possibly Wittgenstein, Faulkner, Nabokov.

The list I prepared for my friend appears on the opposite page.

NOW, let's look at some things wrong with the list. It is deliberately weak on scientific works both historical and recent, the latter because, in my judgment, most of ancient (that is, prenineteenth century!) science has little intrinsic interest; whereas most important scientific writing of recent times is intelligible only to those with a better than average mathematical and scientific training. And not just recent; for instance, Newton's "Principia" is not here. There are a few works that I would have included but for the fact that they do not yet exist in paperback or exist only in abridgments. I have left off many fine and famous writers in favor of a second or third work by a few writers. Thus, one can list Dostoevsky's "The Brothers Karamazov" and Emily Bronte's "Wuthering Heights"; but "The Idiot" is a far greater novel than "Wuthering Heights," so I list it instead. In some cases I have listed works less famous, and in some senses less great, than others by the same writer. An example is "Fundamental Principles of the Metaphysic of Morals" by Kant. Not by any means easy, it nevertheless can be read with profit by one who is not highly trained in philosophy. Rightly or wrongly, the three great "Critiques" are now read only by devoted students of philosophy. In the cases of prolific geniuses like Dickens, Conrad, and Henry James, it is hard to tell where to stop. I could happily have included two or three more of James and at least two more of Conrad. Contrariwise and perhaps eccentrically, I happen to believe that Dickens wrote only one truly great book.

Finally, are these *the* great books? I say only that they are great books, books for which one should be especially grateful, books which reward reading and rereading. In every case, they are books which have not been superseded, and perhaps cannot be. Still, I shall not succeed in escaping your indignation, dear reader, for having omitted that one unomittable title, which I urge you to inscribe immediately in the space provided. Why was I thus guilty? I happily crib Sam Johnson's reply to a woman who asked him why in the world in his dictionary he had defined a certain word as he did. Johnson said, satisfactorily, "Ignorance, Madam, pure ignorance."

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Homer	The Iliad	Phoenix	$1.95
	The Odyssey	Galaxy	1.50
— — —	Bhagavad Gita	Penguin	.95
o Tze	Tao Teh King	Open Court	.95
Confucius	Analects	Vintage	.95
Aeschylus	The Oresteian Triology	Penguin	.95
Sophocles	The Theban Plays	Penguin	.95
Herodotus	Histories	Penguin	1.45
Euripides	Ten Plays	Bantam	.75
Thucydides	Peloponnesian War	Penguin	1.45
Aristophanes	Complete Plays	Bantam	.95
Plato	"The Republic" (Portable Plato)	Viking	1.65
Aristotle	Ethics	Penguin	1.25
	Politics and Poetics	Viking	1.45
Lucretius	Nature of the Universe	Penguin	.95
Virgil	Aeneid	Scribner	1.65
Plutarch	Lives of the Noble Greeks	Dell	.50
	Lives of the Noble Romans	Dell	.50
Epictetus	Enchiridion	Gateway	.95
M. Aurelius	Meditations		
Augustine	Confessions	Collier	.65
Aquinas	Philosophical Texts	Galaxy	1.95
Dante	Inferno	Penguin	.95
	Purgatorio	Penguin	1.25
	Paradise	Penguin	1.25
Boccaccio	The Decameron	Dell	.95
Chaucer	Canterbury Tales	Penguin	1.65
Machiavelli	The Prince and The Discourses	Modern Library	.75
Rabelais	Gargantua and Pantagruel	Penguin	1.95
Montaigne	Essays	Anchor (3 vols.)	4.35
Cervantes	Don Quixote	Penguin	1.95
F. Bacon	Essays	Dolphin	.95
Hobbes	Leviathan	Collier	.95
Descartes	"Meditations" in Selections	Scribner	1.25
Moliére	Eight Plays	Modern Library	.85
Pascal	Pensées	Everyman	1.15
Spinoza	Ethics	Hafner	1.50
Locke	Essay Concerning Human Understanding	Open Court	.95
Racine	Five Plays	Drama Books	1.95
Leibniz	Discourse on Metaphysics; Correspondence with Arnauld; and Monadology	Open Court	.95
Swift	Gulliver's Travels	Modern Library	.75
Berkeley	3 Dialogues Between Hylas and Philonous	Open Court	.75
Voltaire	Candide	Penguin	.65
Fielding	Tom Jones	Modern Library	.85
Hume	Enquiry Concerning Human Understanding and Principles of Morals	Open Court	1.70
	Dialogues Concerning Natural Religion	Hafner	.95
Rousseau	Confessions	Penguin	1.65
Sterne	Tristram Shandy	Modern Library	.85
Gibbon	The Decline and Fall of the Roman Empire	Collier	1.90
Kant	Fundamental Principles of the Metaphysic of Morals	Library of Liberal Arts	.65
	Prolegomena to Any Future Metaphysics	Open Court	.85
Boswell	Life of Johnson	Oxford	3.75
Goethe	Faust I	New Directions	1.30
	Faust II	Penguin	.95
Hegel	Selections	Scribner	1.25
Stendhal	The Charterhouse of Parma	Penguin	1.25
	Scarlet and Black	Penguin	1.45
Hamilton — —	Federalist Papers	Mentor	.75
Mill	Utilitarianism, On Liberty, Essay on Bentham	Meridian	1.45
Darwin	Origin of Species	Collier	.65
Chekhov	Plays	Penguin	.95
Thoreau	Walden and Civil Disobedience	Holt, Rinehart, & Winston	.65
Marx and Engels	Communist Manifesto	Crofts	.45
Turgenev	Fathers and Sons	Bantam	.50
Melville	Moby Dick	Modern Library	.75
Dostoevsky	Crime and Punishment	Penguin	1.25
	Idiot	Penguin	1.45
	Bros. Karamazov	Penguin (2 vols.)	2.90
Ibsen	Six Plays	Modern Library	.75
Tolstoy	Anna Karenina	Signet	.95
	War and Peace	Penguin (2 vols.)	2.90
Carroll	Alice's Adventures in Wonderland and Through the Looking Glass	Penguin	1.25
Dickens	The Pickwick Papers	Washington Sq. Press	.90
Twain	The Adventures of Huckleberry Finn	Holt, Rinehart, & Winston	.75
J. Austen	Pride and Prejudice and Sense and Sensibility	Modern Library	.65
W. James	Pragmatism	Meridian	1.45
H. James	The Ambassadors	Premier	.50
	Wings of the Dove	Dell	.50
Freud	The Interpretation of Dreams	Science Editions	1.95
J. Conrad	Lord Jim	Holt, Rinehart, & Winston	.95
	Victory	Anchor	.95
James Joyce	A Portrait of the Artist as a Young Man	Compass	1.25
T. Mann	Death in Venice and Seven Other Stories	Vintage	1.65
		TOTAL	$100.45

For the "one-unomittable book" not listed above.

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THE PRESIDENT'S PROGRAM FOR EDUCATION

ON January 29, President Kennedy sent to Congress a special message on education, proposing "a comprehensive, balanced program to enlarge the federal government's investment in the education of its citizens." His proposals were embodied in a single, omnibus bill which he called the National Education Improvement Act of 1963. In introducing his proposals, the President said, in part:

"Our concern as a nation for the future of our children—and the growing demands of modern education which federal financing is better able to assist—make it necessary to expand federal aid to education beyond the existing limited number of special programs. We can no longer afford the luxury of endless debate over all the complicated and sensitive questions raised by each new proposal on federal participation in education. To be sure, these are all hard problems—but this nation has not come to its present position of leadership by avoiding hard problems. We are at a point in history when we must face and resolve these problems."

A summary of the President's recommendations follows:

I. The Expansion of Opportunities for Individuals in Higher Education

• Extend the National Defense Education Act student loan program, liberalize the repayment forgiveness for teachers, raise the ceiling on total appropriations, and eliminate the limitation on amounts available to individual institutions.

• Authorize a supplementary new program of federal insurance for commercial loans made by banks and other institutions to college students for educational purposes.

• Establish a new work-study program for needy college students unable to carry too heavy a load burden, providing up to half the pay for students employed by the colleges in work of an educational character—as, for example, laboratory, library, or research assistants.

• Increase the number of National Defense Education Act fellowships to be awarded by the Office of Education from 1,500 to 12,000, including summer session awards.

• Authorize a thorough survey and evaluation of the need for scholarships or additional financial assistance to undergraduate students so that any further action needed in this area can be considered by the next Congress.

• In addition, as part of this program to increase financial assistance to students, the 1964 budget recommendations for the National Science Foundation, which are already before the Congress, include a proposed increase of $35,000,000 to expand the number of fellowships and new teaching grants for graduate study from 2,800 in 1963 to 8,700 in fiscal 1964.

II. Expansion and Improvement of Higher Education

• A program to provide loans to public and non-profit private institutions of higher education for construction of urgently needed academic facilities.

• A program of grants to states for construction of public community junior colleges.

• A program of grants to aid public and private non-profit institutions in the training of scientific, engineering and medical technicians in two-year college-level programs, covering up to 50 per cent of the cost of constructing and equipping as well as operating the necessary academic facilities.

• A strengthening of the National Science Foundation matching grant program for institutions of higher education to expand and improve graduate and undergraduate science facilities.

• Authorization of federal grants to institutions of higher education for library materials and construction, on a broad geographic basis, with priority to those most urgently requiring expansion and improvement.

• A federal grant program administered by the Department of Health, Education, and Welfare for the development and expansion of new graduate centers. I also urge appropriation of the increased funds requested in my 1964 budget for expansion of the National Science Foundation program of science development grants, which will also contribute to strengthening of graduate education.

• Extension and expansion of the current Modern Foreign Language program aiding public and private institutions of higher learning.

III. Improvement of Educational Quality

• Appropriations in the 1964 budget for substantially expanding the National Science Foundation science and mathematics course materials program and the Office of Education educational research program.

• Legislation to broaden the Cooperative Research Act to authorize support of centers for multipurpose educational research, and for development and demonstration programs; and to broaden the types of educational agencies eligible to conduct research.

•That the National Science Foundation program for training institutes for teachers in the natural sciences, mathematics, engineering and social sciences be expanded to provide for upgrading the knowledge and skills of 46,000 teachers, as provided in my 1964 budget recommendations.

• That new legislation be enacted to a) broaden authority for teacher institutes financed by the Office of Education, now restricted to school guidance counselors and language teachers, to other academic fields; b) authorize a program of project grants to help colleges and universities improve their teacher preparation programs by upgrading academic courses and staff, by encouraging the selection and retention of their most talented prospective teachers, and by attracting and training teachers from new sources such as retired military personnel or women whose family responsibilities permit them to teach; and c) authorize training grants through colleges and universities for teachers and other education personnel requiring specialized training, with particular emphasis on the training of teachers of the mentally retarded and other handicapped children, teachers of gifted or culturally deprived children, teachers of adult literacy, librarians, and educational researchers.

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IV. Strengthening Public Elementary and Secondary Education

• A four-year program to provide $1.5 billion to assist states in undertaking under their own state plans selective and urgent improvements in public elementary and secondary education including: 1) increasing starting and maximum teacher salaries, and increasing average teacher salaries, in economically disadvantaged areas; 2) constructing classrooms in areas of critical and dangerous shortage; and 3) initiating pilot, experimental, or demonstration projects to meet special educational problems, particularly in slums and depressed rural and urban areas.

• Extension of the National Defense Education Act programs which contribute to improving the quality of elementary and secondary education. (Grants for testing, guidance, and counseling programs, for science, mathematics, and foreign language laboratory equipment.)

• A four-year continuation of those portions of the federally affected area laws which expire June 30, 1963.

V. Vocational and Special Education

• Budget funds which would permit doubling the number of workers to be trained by the Manpower Development and Training Act programs.

• Expand the scope and level of vocational education programs supported through the Office of Education by replacing the Vocational Education Act of 1946 with new grant-in-aid legislation aimed at meeting the needs of individuals in all age groups for vocational training in occupations where they can find employment in today's diverse labor markets.

• Provide employment and training opportunities for unemployed youth in conservation and local public service projects. (Details contained in a separate bill—the Youth Employment Opportunities Act—discussed in a later message to be sent to the Congress.)

VI. Continuing Education

• Legislation authorizing federal grants to states for expanding university extension courses in land-grant colleges and state universities.

• A program to assist all states in offering literacy and basic education courses to adults.

• Legislation to amend the Library Services Act by authorizing a two-year program of grants for urban as well as rural libraries and for construction as well as operation.

The President concluded his message with these words:

"Fundamentally, education is and must always be a local responsibility, for it thrives best when nurtured at the grass roots of our democracy. But in our present era of economic expansion, population growth and technological advance, state, local, and private efforts are insufficient. These efforts must be reinforced by national support, if American education is to yield a maximum of individual development and national well-being. . . .

"The program here proposed is reasonable and yet far-reaching. It offers federal assistance without federal control. It provides for economic growth, manpower development, and progress toward our educational and humanitarian objectives. It encourages the increase of the knowledge, skills, attitudes, and critical intelligence necessary for the preservation of our society. It will help keep America strong and safe and free. I strongly recommend it to the Congress for high priority action."

Excerpts from the President's Message

For the nation, increasing the quality and availability of education is vital to both our national security and our domestic well-being. A free nation can rise no higher than the standard of excellence set in its schools and colleges. Ignorance and illiteracy, unskilled workers and school dropouts — these and other failures of our educational system breed failures in our social and economic system: delinquency, unemployment, chronic dependence, a waste of human resources, a loss of productive power and purchasing power and an increase in tax-supported benefits. The loss of only one year's income due to unemployment is more than the total cost of twelve years of education through high school. Failure to improve educational performance is thus not only poor social policy, it is poor economics.

* * *

I am not the first, but I hope to be the last, President to be compelled to call these needless shortcomings to the nation's attention. These are national problems crossing state boundaries, and deserving of national attention. In our mobile population—where every year one out of five families moves, sometimes across the street, but often across state lines—every family has reason to make teaching in every state a more rewarding and productive profession, and to help every state strengthen its public elementary and secondary education, particularly in those school districts that are financially unable to keep up.

* * *

Yet let us face the fact that the federal government cannot provide all the financial assistance needed to solve all of the problems mentioned. Instead of a general aid approach that could at best create a small wave in a huge ocean, our efforts should be selective and stimulative, encouraging the states to redouble their efforts under a plan that would phase out federal aid over a four year period.

—Wide World.

The President congratulates his new U.S. Commissioner of Education Francis Keppel as Keppel's daughter, Mrs. Samuel C. Drury, smiles approvingly.

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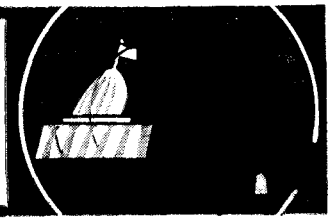
While School Keeps



PRESIDENT KENNEDY'S omnibus aid to education program, presented to Congress in a special message on January 29, seems designed to offer something attractive to nearly everyone. But early reactions on Capitol Hill sounded more as if it were an educational grab bag in which nearly everyone could find something to oppose. Even the usually staunch advocates of federal support for the schools have given the comprehensive program a cool reception.

Despite the lack of Congressional enthusiasm for the President's proposals, they deserve careful scrutiny. (See page 68 for a summary of his program.) A number of them seek to extend and expand programs already in operation. Initiated under the National Defense Education Act and similar legislation, they provide support for specific activities in an effort to strengthen and improve the nation's educational establishment. Despite some built-in limitations, they have proved generally successful and deserve continuing support. Other proposals would expand these tested programs to encompass additional areas of education. Still others seek new means for underwriting quality in the schools at many points.

On first reading, the Administration program appears to be primarily a repetition of the educational clichés of the decade just past—an attempt to complete the job of solving the problems of the 1950s. It is, in fact, considerably more. It is an earnest attempt to present a coordinated program of support for improved teaching, for more adequate facilities, for broader research and experimentation as a basis for raising quality, and for providing wider opportunities for students.

Given the opposition the program faces in Congress and in the country, it is, perhaps, unfortunate that it seems to emphasize the old rather than the new. For if we, as a nation, are to get agreement on federal aid for more than a collection of disparate programs on the periphery of education, we must gain a clear conception of what the schools can and should do, and, with it, a fresh vision of how the federal government can contribute effectively. Without such a vision, there seems little hope for the President's program in its present form. It is an omnibus proposal presented to a Congress that has long made it clear that it prefers to deal with separate, specific educational programs that have well-defined objectives and limitations. Little comfort is offered parochial school adherents who have frankly stated their opposition to legislation which does not include funds for their schools. Southerners are given no assurance that the federal program may not be used, at some future date, as a massive prod for stimulating desegregation. And opponents of federal spending in general are unlikely to be happy about the scope of the program.

Another liability faced by any legislation for the schools is the fragmented support provided by the educational fraternity. Traditionally, supporters of elementary and secondary schools and those concerned primarily with higher education have failed to cooperate. Each group has pursued its own objectives, sometimes at the expense of the other. And without well organized, coordinated support from the world of education, any broad attack on educational problems appears doomed.

Almost certainly specific programs will be enacted—they have broad popular and Congressional support. But it will be unfortunate if equal consideration is not given to the broad purposes of the President's program.

AMERICAN COLLEGE STUDENTS are often viewed with alarm—and occasionally pointed to with pride—but each generation continues to go its own way, following its own interests and objectives. A sign of the times is the current interest in student-sponsored seminars and lecture series. One of the most active is the University of Michigan's "Challenge," "a program which tries to present a unified comprehensive analysis of the problems confronting us as students and citizens." Through addresses and discussions involving leading public figures and academicians, Challenge briefs students on crucial issues and then provides small seminar groups for discussing them. To date Challenge programs have tackled such issues as "American Civil Liberties," "Emerging Nations," "Warfare in the Nuclear Age," and "The Challenge of Higher Education."

Meanwhile Northwestern University last month held its second annual student-conceived and sponsored symposium called "Spectrum of Perspectives." During the three-day symposium, historian Arnold Toynbee keynoted the meeting and scholars and writers led discussions of such issues as "The Search for Personal Identity," "Perspectives in Attaining Knowledge," and "The Challenge of Global Perspectives."

Also last month Swarthmore College was host to the three-day Intercollegiate Conference on Democracy and Development in Latin America. Some 300 students from over eighty colleges and universities attended panel discussions and took part in seminars led by outstanding scholars and experts in Latin American affairs. Conceived by four Swarthmore students, the conference was designed to "provide American students with a more sophisticated, theoretical perspective on the politics of Latin America and their relation to the contemporary economic and social revolution."

THE NATIONAL COMMISSION ON ACCREDITING, at its annual meeting in Chicago early this month, took a long hard look at the National Council for Accreditation of Teacher Education (NCATE) and found it wanting. The National Commission is a regulatory body set up by the nation's colleges and universities to recommend accrediting agencies in specific academic and professional fields. Basing its conclusions on a study begun in 1961, it recommended fundamental changes in the structure of NCATE in preparation for later revisions in its financing and in its accrediting policies and procedures. The recommendations were outlined in a series of resolutions which included the blunt reminder that recognition of NCATE as the national agency to accredit teacher education programs is subject to review in 1964 by the National Commission, and "is dependent upon adequate indications of the attainment of the objectives contained in this series of resolutions. . . ."

Action by the National Commission culminated several years of criticism and, in recent months, growing controversy about NCATE's policies and practices (*SR*, Oct. 20, Nov. 17, Dec. 15). However, when the National Commission recognized NCATE in 1956 as the national agency to accredit teacher education programs, it did so with the understanding that basic changes would be made in its structure and operation. To date, only minor revisions have been made.

Liberal arts colleges and universi-

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ties which prepare most of the nation's teachers have sparked much of the criticism, but have themselves been most reluctant to assume any responsibility—either professional or financial—for the accrediting process. Professional educators who were primarily responsible for the establishment of NCATE have been equally reluctant to accept the cooperation of the rest of the academic world on any terms but their own.

To break this impasse, the National Commission has come up with its "recommendations." NCATE is now composed of nineteen individuals—sixteen appointed by the five educational associations most directly concerned with teacher education, and three appointed by representatives of the regional accrediting association. These nineteen individuals are virtually autonomous in determining whether or not a school's teacher education program shall be accredited.

In commenting on this situation, the National Commission states its belief that "Standards for the accreditation of teacher education are too vital to the welfare of higher education and of our society to be assigned to a body of nineteen individuals with the power of final authority." Rather, it says, all interested parties should be consulted in developing standards, which should then be "adopted, and interpreted, and enforced by an agency primarily responsible to the colleges and universities themselves." In other words, the National Commission proposes to change NCATE from a free agent into an agency answerable directly to the institutions whose programs it evaluates.

In another bluntly worded resolution the National Commission takes issue with the supporters of NCATE who would make its approved programs the sole pathway to the teaching profession. In a plea for keeping entrance to the profession flexible, the National Commission gives its opinion that no state should stipulate "attendance at, admission to, or graduation from an NCATE accredited institution as the only avenue to teacher certification." And then to drive the point home, it adds, "It is the understanding of the Commission that this is the policy of NCATE."

The National Commission's resolutions presage a true revolution in teacher education. It is hard to see how, when they are put into effect, they can fail to strengthen the teaching profession. And despite many fundamental differences of opinion about means, the broad objective of better teaching is one on which all the contending parties agree.

—James Cass.

Report Card

WHERE THE BODY IS BURIED. Visitors to these shores are frequently astonished to discover that in the United States, unlike most other countries, education is primarily a state and local function rather than a matter of federal concern. For doubting Thomases, the most effective demonstration is a look at the federal budget. Accompanying President Kennedy's budget for the fiscal year 1964 there is a chart which shows where the government dollar will go:

National Defense, International, and Space	51 cents
Social Security and Other Trust Funds	23 cents
Fixed Interest Charges	6 cents
Veterans	5 cents
Agriculture	5 cents
Other	10 cents

It's in the "other" where you'll find education, and a telephone call to the Bureau of the Budget will get you the further information that, of the "other," education amounts to a penny.

THE ULTIMATE TRIBUTE. Every year at the annual convention of the American Association of School Administrators, a citizen who has contributed significantly to the national welfare receives a Golden Key award and is invited to choose, for a similar award, the teacher who had the greatest influence on his career. This year the award went to Herbert Lawrence Block, better known as Herblock, the Washington *Post*'s Pulitzer Prize-winning cartoonist, who promptly chose his high school English teacher, Miss Helen Harris of Evanston, Illinois, to share the honors. Miss Harris, now eighty-seven, sparked Herblock's interest in journalism nearly forty years ago, at the Nicholas Senn High School in Chicago. "She taught me right from the start," said her apt pupil, "that everything you see in print ain't necessarily so."

FUN'S FUN . . . Irving Clark, Jr., forty-one-year-old Seattle attorney, who, as a Harvard sophomore in 1939, swallowed twenty-four goldfish to set off a nationwide collegiate competition in gastronomy, announced recently that he definitely has no intention of attempting a fifty-mile hike.

NEXT QUESTION. Harried alumni often wonder if their class agents have nothing better to do than pester them with questionnaires. Two Ivy League graduates struck back recently. The Associated Press reported that Attorney General Robert F. Kennedy (Harvard '48) ignored a class questionnaire which asked, among other things: "How do you like your boss?" and the *Public Relations Journal* reported that M. Lincoln Schuster, the book publisher (School of Journalism, Columbia, '17), in answer to the time-worn query: "What are you doing now?" replied: "I'm filling out a questionnaire."

NO PUNS, PLEASE. The Educational Supplement of the *Times* of London recently published without comment the following answer given by a West Indian student to a geometry question in the General Certificate of Education examination: "The angles BAD and APE of the pentagon cannot be calculated because the aforementioned structure is situated in the United States of America—not in Jamaica."

ODYSSEY. School superintendents have many problems, but one of the most bothersome is how to keep track of students who repeatedly transfer from one school to another during the course of a year. Joe Hall, the superintendent in Dade County (Miami), Florida, really has this one, but good. There is a family in his county that lives in a houseboat on the Miami River, which is the boundary between two elementary school districts. The family has four children, and when the youngsters become disenchanted with one school, they merely slip the houseboat's mooring lines and chug to the other bank of the river.

NO COMMENT. The following story appeared recently in the sports section of the Boston *Herald*:

PEABODY.

After 14 years and 161 games, the Thomas Carroll elementary school basketball team lost a game Thursday. The Center School snapped Carroll's amazing win streak, 52-41, to even the city playoff champion series at one game each. The last time Carroll lost, it was also Center that inflicted the defeat. Coach of Center at the time was present Carroll coach, Arthur J. Flanagan, who transferred to Carroll as principal the fall after his Center team beat Carroll for the title.

—John Scanlon.

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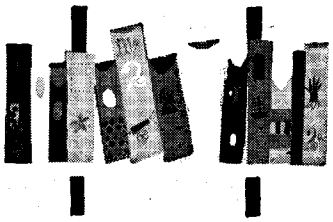
the Editor's Bookshelf



AMERICA'S 20,000,000 TEEN-AGERS are rejecting the adult world and creating a vast and flourishing new subculture of their own which "opens up vast opportunities for commercial exploitation and thereby sets off a chain reaction which constantly strengthens teen-age tyranny. . . . It leads to immature goals in music, art, and literature. It forces newspapers, television producers, and movie-makers to translate the adult English usage into the limited vocabulary of the teen culture."

Today's teen-agers have their own standards and values and their own heroes—teen-age singers, dancers, or actors, who never grow up but live perpetually in a teen-age world. Moreover, "American civilization tends to stand in such awe of its teen-age segment that it is in danger of becoming a teen-age society with permanently teen-age standards of thought, culture, and goals. As a result American society is growing down rather than up."

This is the thesis of "**Teen-Age Tyranny**," by Grace and Fred Hechinger (Morrow, 259 pp., $4.50), a thoughtful interpretation of the teen-age world based upon a careful analysis of the mass media aimed at this group: magazines, movies, television, advice books on sex and dating, and advertisements for such maturity symbols as lingerie, perfume, cigarettes, liquor, and automobiles.

Teen-agers, under one name or another, have been with us for a long time but the teen-age culture, with its own mass media, is new. It is a product of the affluent society of the postwar years, in which a record number of teen-agers have vast amounts of money to spend for clothes, recreation, and entertainment. The development of this new culture has been fostered by those eager to exploit a new market. It was made possible by the fact that today's teen-agers are the offspring of parents who themselves were the products of child-centered homes and schools and who look upon permissiveness as the ultimate virtue in child rearing.

The years from the onset of puberty until the achievement of full adulthood are difficult ones in our culture because boys and girls still in school and not yet self-supporting are prone to demand a greater degree of independence than our society is willing to grant. When teen-agers were called "adolescents," psychologists accepted it as normal that they should revolt from parental authority and look elsewhere for models to guide them in their search for identity. But the adolescent of an earlier generation was eager to grow up, and the heroes he chose to emulate, while not always admirable, were usually adult.

Today's teen-ager often chooses a model no older and no more mature than himself—a juvenile who has achieved wealth and fame at an early age with the help of just a little talent or beauty plus a hard-driving publicity agent. It is not difficult to understand why such models are chosen—they provide the basis for elaborate daydreams of what is seemingly possible for any adolescent who "gets a break," without much long waiting or hard work, without going to college or even completing high school. By comparison the prospect of a career emulating that of Abraham Lincoln or Florence Nightingale seems decidedly dull.

"The most important common denominator of most teen-age idols," say the Hechingers, "is that they are mass-produced. They are not really people, with individual characteristics and personalities: they appear to have been made in a mold. They are managed. They are 'handled' commercially. They did not grow; they were manufactured by press agents, publicity departments and the vast and efficient machinery of

From "Teen-Age Tyranny"

"Teen-age, like birth and death, is inevitable. It is nothing to be ashamed of. Nor is it a badge of special distinction worthy of a continuous birthday party. And while teen-agers should be afforded mitigating circumstances for some of their actions and views, on the basis of natural immaturity, they should neither be placed in an aquarium tank for purposes of exhibition and analysis nor be put on a pedestal to be extolled for that admittedly enviable condition—youth."

"For several decades now, the most insecure and most immature members of adult society have permitted, often in the name of self-expression and pseudo-psychology, the most insecure and most immature adolescents to establish their own independent and sovereign culture: teen-age. The task now is to make it clearly understood that adolescence is a state of human development, not an empire or even a colony. The mission of the adult world is to help teen-agers become adults by raising their standards and values to maturity rather than by lowering adulthood to insecure immaturity. The task for the adult world is to make adolescence a step toward growing up, not a privilege to be exploited."

"[Teen-age tyranny] dominates most brutally the teen-agers themselves. What starts with relatively innocent conforming to the ways of the crowd soon turns into manipulation of those crowd mores by a combination of inept adult leadership and plain commercial exploitation. The longer it continues the harder it becomes, as in the case of every artificially imposed regime, for dissenters to declare their independence."

"The adolescent question to mother, 'Don't you trust me?', asked with proper dash of teen-age drama and hurt, needs often to be answered: 'I trust you on your own, but not when you think you must be part of the crowd.'"

"In addition to having the courage to set their own standards without submitting blindly to hard pressures, parents as well as schools must be brave enough to establish rules and set limits for their own children without waiting for society or even the community to reach an agreement. If they do so they may learn to their surprise that adolescents really want such limitations and a clear understanding of how far they can go. Since teen-agers are uncertain about their actions and their maturity, they will, if left without regulations, keep probing and, in the absence of brakes, run into trouble. They will follow the group."

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public relations. Their success story is told almost entirely by dollar signs, Cadillacs, and swimming pools. They share with teen-agers a semi-illiterate argon and an almost total absence of original ideas. Yet, in an obscenely labored way, they strive to be 'wholesome.' They love 'Mom and Dad' and moon over childhood sweethearts turned child brides."

The Hechingers write with exceptional clarity and express their views vigorously. They offer convincing evidence of a new subculture and a fascinating description of it. They make it clear that this is the culture of middle-class teen-agers—they are not talking about delinquents or the underprivileged.

This book does not purport to be a psychological study. It deals in a non-technical fashion with a culture rather than with individuals, and its contribution is to throw new light upon that culture or subculture and the threat which it imposes upon adult standards and values.

FEW nationwide statistics are presented because few are available and the question of the extent to which a generation is being subverted by false values remains open. Because they are talking about 20,000,000 people the uthors inevitably must generalize and some readers will object that the teen-agers described "are not typical of those I know." The Hechingers' reply is, "We are fully aware that not all teen-agers and their parents have fallen victim to teen-age tyranny. Many have retained their freedom and upheld their standards. But even those who have resisted the trend know that the stronger the tide the harder it becomes to move against it. We hope that our efforts will make it a little easier for them."

This is a book for adults, including parents and teachers, but it ought to be read by teen-agers, too, particularly the older ones, sixteen to nineteen, who are ready to recognize the absurdities of the culture about them and ready to resist the pressures upon them to conform to patterns which they have outgrown. Such readers will agree with the authors when they ask, "Who are the true nonconformists among this subculture?" and answer, "Not the 'activity girls' or the cheerleaders, not the beatniks, conforming to shabby obscurantism, nor the hot-rodders. The nonconforming teen-agers are those with strong interests, those who have ompeted in the sciences and languages nd the arts and, having built the foundation of self-confidence, have the strength to set their own pace and break out of the confinement of their peer-dominated subculture." —P.W.

BOOK REVIEW

Annals of Childhood

***"Centuries of Childhood: A Social History of Family Life,"** by Philippe Aries, translated from the French by Robert Baldick (Knopf, 447 pp. $8.50), examines the changing lives of children in Western civilization. Peter Gay is a professor of history at Columbia University.*

By PETER GAY

THIS splendid book is a pioneering venture, in the full sense of that much-abused phrase. M. Aries, an imaginative and disciplined French scholar, has written a history of European conceptions of childhood, from the late Middle Ages down to the seventeenth and eighteenth centuries. In dealing with this important and neglected subject, he has contributed a sizable chapter to a history that still needs to be written—a history of family life in the West.

"Centuries of Childhood" is significant not merely for its matter, but for its method as well. Sensitive to all the evidence available to him, M. Aries has freely used school catalogues, diaries, tracts on education, guides to good manners, and—with a bow to modern art historians—family portraits. He proves, beyond much doubt, that the very idea of the child is a relatively modern invention. Even as late as the seventeenth century, the small child was a plaything akin to a doll, an alien being, or a little adult. He lived with adults, played like adults, listened to adults, and learned what we today would consider the wrong things at the wrong time. M. Aries rightly makes much of a diary kept by Heroard, physician to King Henri IV of France, which records in detail the language used by and before Henri's young son, the future Louis XIII. The young prince was exposed to sexual innuendo, and encouraged in sexual play of a kind nowadays reserved for adolescent readers of smutty magazines. Thus, when Locke, and after him Rousseau, urged that children were really human beings —future adults, who had their own dignity, their own changing needs, their evolving rationality, all assumptions that appear to us as so commonplace as to require no discussion—they were stating novel ideas. Montaigne could write, "I have lost two or three children in their infancy, not without regret, but without great sorrow"; but the callousness of this casual remark, which M. Aries quotes, suggests not Montaigne's cruelty but sixteenth-century views of childhood, and pessimism about a child's chance to reach man's estate. M. Aries, then, accumulates scattered facts from a variety of areas to ask some fundamental questions: What was it like to be a child in the late Middle Ages? What did adults think of the small beings around them, if they thought of them at all? What does the treatment of children tell us about the nature of society as a whole? These are significant questions, and this book provides some startling answers.

In its first part, "Centuries of Childhood" explores the changing views of the child through the history of dress, games, and language. The second part tests the tentative conclusions of the first with a history of schools. Here, too, M. Aries has much to say that is new and surprising. Rigid classifications of ages, the notion that a child enters school at a certain time of life, and pursues its scholastic career through fixed, well-differentiated steps—all these are modern inventions. Down to the seventeenth century, neither the sequence of studies nor the grouping of

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pupils was in any way fixed. Many children, of course, never went to school at all. Others alternated between tutors at home and teachers away from home. Some young men took three years to complete a course of study, others five. It was only gradually, with the rise of modern scientific rationality and a self-aware middle class, that schooling received rigid and reasonable order. By the early nineteenth century it was only working class children who retained this medieval vagueness about stages of life, but their conservatism was forced upon them by their poverty. Laboring in the mines or the factories, children entered adult life precociously and precariously, just as their richer ancestors had done centuries before, for other, less depressing reasons.

The brief, all too brief, third part of M. Aries's book draws some general conclusions about family life. According to "Centuries of Childhood," current anxiety over the disappearance of the family is badly misplaced. It was in fact in medieval and early modern times that the family played a small emotional, if large legal role in society. Children were indiscriminately mixed with adults, and their emotional needs were neglected simply because they were not known. Today, when families are obsessed with details of education and the psychological problems of children, the family is far more influential than ever before. In association with the school, the modern family has withdrawn the child from adult life, and created islands of privacy which shelter children from what M. Aries calls "the promiscuity imposed by the old sociability." In large part, the author tells us, this reflects middle-class self-confidence, a breaking away from the etiquette of the nobility and the miserable crowding current among the poor.

The conclusions are a little too curt to be wholly convincing, but they are congruent with the work on English social structure in the seventeenth century done so impressively by Peter Laslett. But even if further research should modify M. Aries's conclusions, we must be grateful to him for suggesting that research, and to his translator, Robert Baldick, for making this work available in so smooth and competent a rendering. Indeed, it is worth emphasizing that "Centuries of Childhood" deserves a wide public not merely for its own sake—for its wealth of anecdotes, its illuminating portraits and its far-reaching suggestions, but also because it is a model of a new kind of history. For the last two generations (or even more, if the great work of Elie Halévy is taken into account), French historians have been writing what I should like to call the New New History. This kind of history is distinguished from the New History practiced in this country by James Harvey Robinson and Charles Beard by its greater sophistication in psychology, and greater daring in the use of evidence. The disciples of Lucien Febvre and Marc Bloch, who are very active today, are advancing the historical discipline by bold investigations into styles of thinking, the relation of nutrition to culture, and the inner workings of institutions. Their work has been much praised but relatively little read in this country. We are indebted to "Centuries of Childhood," not merely for offering a brilliant history of the child, but also for calling attention to the best history that is being written today.

Taming the Schoolboy

BY THE EIGHTEENTH CENTURY the schoolboy had been more or less tamed, despite certain habits of independence which lasted as long as the day-school system or the custom of living in lodgings, and which disappeared only in the nineteenth century with the spread of the boarding-school system or the extension of the child's stay at home. . . .

It needed the pressures of the pedagogues to separate the schoolboy from the bohemian adult, both of whom were the heirs of a time when elegance of speech and dress was limited not even to the cleric but to the courtly adult. A new moral concept was to distinguish the child, or at least the schoolboy, and set him apart: the concept of the well-bred child. It scarcely existed in the sixteenth century; it was formed in the seventeenth century.

—From "Centuries of Childhood."

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St. John's College

Continued from page 61

hey are in earnest about teaching. enure may be terminated after twelve years if the tutor's teaching has deteriorated markedly. How many professors could face that challenge?

The faculty likes to point out that obviously there are men genuinely interested in teaching, for few want to leave. What keeps them at St. John's is a genuine intellectual community in which they all learn and all teach each other. There are no ranks, so the most obvious rivalry is eliminated. There is no departmental in-fighting since there are no departments. And salaries are adequate—starting this July from $6,000 to $14,000.

The tutors keep intellectually alive since they have to teach *all* the Great Books in seminar and handle tutorials in fields in which they have had no prior training. "When you do seminars," a tutor explained, "it's an unwritten law that you read the book again. One of the signs of a great book is that you can read it again and see new things in it. But it keeps you so busy it's hard to do outside reading."

To be sure, the tutors are not expected to read the learned journals—"to keep up with the trade," as one them put it. In fact, even the Ph.D., which many of them have is an irrelevancy. "We feel," explained Dean Kieffer, "that many Ph.D.s have trained themselves out of fitness for this program. On the other hand, it's not a bar to a job here. We look behind the Ph.D."

Nor are the tutors under obligation to publish. In fact, the very nature of the program discourages it. Not only are their energies drained by teaching, but their steady embrace of the Great Books sets intolerably high standards for them. "We rather respect the books we teach, and we don't much respect the things we see around," a tutor said.

St. John's, a tutor explained, acts, on both students and tutors, like a passionate love affair—"and that's why there are so many divorces." Indeed, the attrition rate has been as high as 60 per cent, but it is declining significantly. St. John's is the kind of place in which restless, questing people are constantly probing and assessing. Not unexpectedly, the students are often full of disquietude. They worry that St. John's is being subverted: it's getting too easy or President Weigle is trying to make an Ivy League school out of it, or step-by-step lab manuals are bringing about total ruination. And they talk about the giants in the old days—the Golden Age a decade ago—when a pure vision flourished.

"It's a combination of the sublime and the ridiculous," another tutor explained, "and sometimes the ridiculous triumphs. The high ridiculousness of St. John's is the willingness to fight windmills. If one takes the list of books and has eighteen-year-olds read them—or mathematics through Einstein—that's windmill fighting enough to stagger anyone. It's a glorious enterprise, but it's quixotic too."

They grumble about the "glorious enterprise," and some defect and some see heaven betrayed. And many just get tired. "Get me out of here into a place where I won't hear *significant discourse,*" a freshman wrote his mother. But everyone who has passed through St. John's—loyalists and fugitives alike—is deeply marked by the experience.

"It would be silly to say we are Paradise," Jacob Klein summed up. "The task is too great, human weakness too enormous. But at least we know the magnitude of the problem. And what the students really learn is what learning is, what understanding is."

If there is such a thing as a writer's writer or an actor's actor, then surely St. John's is a college's college, for it is the very archetype of liberal education, the pure thing. Its existence is a goad and sometimes a reproach to other schools. Its absence would be profoundly impoverishing.

Spreading the St. John's Idea

HIGH ON THE SLOPE of Monte Sol, in the southeast corner of Santa Fe, New Mexico, a new St. John's campus will open in the fall of 1964. It was given final authorization late last month by the Board of Visitors and Governors, and contracts will soon be let for construction of the first buildings on the 260-acre campus: a classroom building, a laboratory building, and a student center. Eighty to 100 students (all freshmen) are expected the first year. Five tutors are now in training at Annapolis and another ten will be trained there next year. If the first year's financial goal of $4,000,000 is reached—half has already been raised—dreams of a third campus on the coast of California, just south of San Francisco, may begin to take tangible shape.

Let's Talk Sense About Textbooks

Good reading, effective study both require more than spongelike absorption, Olive Niles, Director of Reading, Springfield, Massachusetts, recently pointed out. Teaching children and young people to read and study with a purpose in mind and to take responsibility for getting the point of what they read is important for successful learning from primary grades through college.

Good textbooks, like good teachers, work constantly toward this goal. Suggestions in teachers' guidebooks for many textbook programs help a teacher establish purposes as she presents assignments to her group. Questions and other study aids in pupils' textbooks are designed to keep students thinking actively about what they read.

If you are a parent and are asked for help with homework, see if you can join forces with teacher and textbook and get your young student to think about his assignment these three ways:

Why am I reading this? If it's a story, the purpose may be as simple as "to find out what happens next" or as complex as "to see how Ernest Hemingway built up an atmosphere of death and danger." If it's a science lesson, it may be "to find out what different kinds of magnets there are." Or, if it's history, "to see why the Bill of Rights was added to our Constitution."

Did I get the point? "What *did* happen in the story? Does it make sense?" . . . "How *did* Ernest Hemingway achieve his effects? What kinds of words did he use? How did I feel as I read them?" . . . "Wow, I've been using magnets every day without knowing it!" . . . "The colonists really knew what it was like *not* to have the kinds of freedom the Bill of Rights protects."

What difference does all this make to me? "I wonder what the next story in our reader will be about." . . . "Guess I'll read some more Hemingway." . . . "Wonder if I could make an electromagnet myself." . . . "I'd like to find out more about the Bill of Rights and why it's so much in the news now."

Active reading, open-end learning: these are important goals today's textbooks are striving for.

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Communism

Continued from page 64

however, are quite inadequate. In most cases the deficiencies can be traced to insufficient budget and personnel for the task; pressure from a few vocal, extremist groups; failure of leadership at the state level; and weaknesses in the structure of the committee responsible for preparing the report.

National organizations have developed the most reasonable and scholarly materials, although even at this level some extreme groups base their programs on emotion rather than reason. Statements and materials developed by national associations can provide valuable guidelines and suggestions, but the crucial task of adapting materials to curricula and teachers remains for local systems to do.

Turning for a moment to a general discussion of materials available from all sources, including commercial publishers, it can be said that the overall quality of materials leaves much to be desired. Concern over the lack of objective materials seems fairly widespread. A statewide survey in Arkansas, for example, found that many secondary-school teachers expressed the need for objective materials.

YET the real problem may not be *availability* of objective materials as much as *accessibility*. Many excellent articles, booklets, books, and bibliographies are available, if teachers only knew about them.

American textbook publishers should be complimented on their vigorous action over the past two years in developing materials for teaching about Communism. An increasing number of textbooks are putting the matter in perspective rather than presenting a series of facts.

Yet publishers must always consider sales, and their publications understandably are prepared to make money. Books and booklets can be expected to report the facts accurately and in an interesting manner, but the full range of facts is sometimes missing, and there may be a lack of vigorous, creative analyses and interpretations.

Textbook publishers are ready to move forward in this sensitive area as rapidly as educational leadership will permit, but they are not in a practical position to move very far ahead of educators.

A well-supplied library is the best answer to the textbook problem. Books, booklets, magazines, newspapers, government materials, and Communist documents should be available in each secondary school; they provide the variety of resources that are important to developing genuine knowledge and understanding.

Various teaching approaches should be used. The historical approach is essential, although too much history may leave insufficient time for other aspects. The joint National Education Association-American Legion statement on "Teaching About Communism" suggests using "the rich heritage of history in introducing the subject."

The study of Communism should be set in the broad historical perspective of authoritarian and representative governments, and in the twentieth-century perspective of totalitarianism and constitutional democracy. Totalitarianism, which includes Communism, has cost the world over 50,000,000 lives in addition to an estimated one and one-third trillion dollars in two world wars, not to mention incalculable suffering and misery. Total government is an invention of the twentieth century, made possible by developments in science and technology—particularly in transportation and communication.

Comparisons between Communism and democracy are helpful and interesting to the student but they need to be made carefully. The field of comparative government has developed rather recently, and techniques and methods of comparison are still relatively young. Rodger Swearingen, director of the Research Institute on Communist Strategy and Propaganda at the University of Southern California, has pointed out the essence and the challenge of this method, in which we compare "ideals with ideals, methods with methods, system with system, and life with life."

Most local and many state syllabuses present American ideals but overlook gaps between our ideals and practices. Presentation of American ideals is vital; so is realistic and mature discussion of shortcomings, not only for good teaching but for the long-term improvement of democracy—which depends in no small measure upon frank and analytical study of weaknesses as well as strengths, just as would be the case with any business or football team.

Communism, on the other hand, is often presented unrealistically, with an emphasis on weaknesses and shortcomings only. For example, on the matter of religion some comparisons present something like this: USA, freedom of worship, and society based upon religious principles; USSR, religion discouraged and handicapped by the state, and society atheistic. Such a contrast misses perhaps the most vital question: We are basically a religious people, but is our primary objection to Communism based on its atheism, or on its denial of man's right to believe or disbelieve as he wishes?

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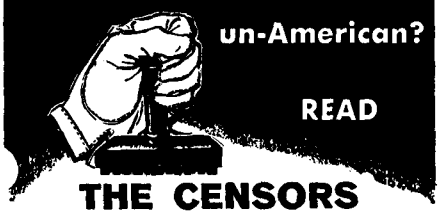

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ideals with selected Soviet realities is distorted education, and dangerous too.

Many students, unequipped to question the comparisons, uncritically accept predetermined conclusions—perhaps to find themselves someday, as did many United States prisoners of war in Korea, unable to cope with brainwashing. The report of the Secretary of State's Advisory Committee on Prisoners of War stated: "The uninformed POWs were up against it. They couldn't answer arguments in favor of Communism with arguments in favor of Americanism, because they knew very little about their America. The Committee heard a number of ex-POWs who stated that a knowledge of Communism would have enabled them to expose its fallacies to their camp-mates."

Objective teaching uses the best evidence and research available. Such materials have no intentions or motives beyond helping the reader understand the issue at hand. Facts are faced directly and without distortion.

COMPLETE objectivity, however, is a myth, and objectivity should aim at intellectual honesty rather than complete detachment. The great majority of American teachers are strongly biased toward our way of life, yet they realize the importance of allowing youth to experiment with ideas and to think for themselves. Teaching youth what to think is very different from helping them learn how to think. Reasonable objectivity facilitates the latter.

The key to succesful teaching in any subject is the intelligent, well-educated, knowledgeable, and properly assigned teacher. The quality of teacher preparation has improved substantially over the past decade, and equally significant strides can be expected in the future, yet some gaps still exist. A major shortcoming is in the field of international relations. Inadequately prepared teachers constitute the greatest obstacle to effective school programs about conflicting ways of life.

One must, however, be fair in judging reasons for this inadequacy. The severe national crisis of the Depression years slowed any impetus toward including international relations in the teacher education program. Then, during World War II, the Soviet Union was our ally. Subsequently, the Cold War and the atmosphere of fear incident to the McCarthy era squelched interest in teaching about Communism. Few college administrators would have survived imaginative programs during this period.

The attitude today is entirely different, and teacher education programs are able to include practically as much international relations and teaching about Communism as needed to provide

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teacher education programs with proper balance.

In conclusion, two immediate steps are needed for assisting secondary schools and state departments. A special committee might be established for the purpose of developing preferable approaches for teaching about Communism in the public schools. This effort would need a sizable grant from a non-governmental source for a two- or three-year study of content, methods, and materials. Scholars of Communism, professors of curriculum, public school administrators, classroom teachers, and interested citizens should be included.

NEEDLESS to say, such a national study could not permanently settle the problems related to teaching about Communism, but it could provide valuable concrete assistance to secondary-school personnel and state department officials.

Also, a national clearinghouse needs to be established. Almost every local school system organizing programs or developing units on teaching about Communism begins in the same manner —by making a survey of the literature. This tedious process, with its shortcomings, would be greatly reduced if a national office could make available this information. A clearinghouse could provide valuable assistance in a number of other ways, such as assisting with summer institutes and in-service programs, and providing up-to-date annotated bibliographies on selected topics. A sizable grant of money over a ten-year period for the clearinghouse would be microscopic when compared with the billions of dollars currently needed to offset the military capabilities of the Sino-Soviet bloc.

A Gallup poll in 1961 asked young Americans to compare the Soviet and American economies. Almost 9 per cent of the high school students said capitalism had no advantages over Communism; more than 40 per cent could name no advantages. And among college students, approximately 7 per cent saw no advantages for capitalism, and an estimated 25 per cent could not name an economic advantage for the United States. In the light of such figures, can any expenditure of money and effort seem too great? For it is on the wisdom and conviction of these young people that our nation's future survival as a democracy depends.

Poetry

Continued from page 46

Againe I call, againe I calling
Doubt not againe to receave an answer.

Nor does she hesitate to develop the implications of the original, as in Psalm 58, when she implores God to crush His enemies:

So make them melt as the dishowsed snaile
Or as the Embrio, whose vitall band
Breakes er it holdes, and formlesse eyes do faile
To see the sun, though brought to lightfull land.

Typical of her range are the jubilance of "You streamy rivers clapp your streaming hands," the Donne-like "Tyrant, why swel'st thou thus," the Herbertian "Sure, Lord, thy self art just," and the majesty fused with verbal ingenuity in "Thou makest the Moone the Empresse of the night, / Hold constant course with most unconstant face."

The ready availability of this splendid edition of the Sidnean psalms will undoubtedly bring to the countess the long-deferred recognition that is her due. First-rank English poetesses are rare: in artistry Mary Herbert surpasses E. B. Browning; in subject matter she is closest to Christina Rossetti; in appearance, as portrayed on the cover, she is an Elizabethan Edith Sitwell.

In my own judgment she excels them all and merits the title of England's greatest female poet.

The Wedding of Mercy and Self

"In Fact," by John Ciardi *(Rutgers University Press. 68 pp. $3.50), is the latest collection of poems by SR's poetry editor. Judson Jerome is chairman of the Department of Literature at Antioch College.*

By JUDSON JEROME

NO ONE (least of all, I imagine, John Ciardi) would call "In Fact," his ninth collection of poetry, a great book or even a particularly important one. But it is damned enjoyable reading — a statement that can rarely be made about any new book of poetry. It gets in some good licks at evil and awakens our response to joy.

It is a day-by-day sort of book—often as familiar as the bulletin board in the suburban Co-op. None of the poems are particularly ambitious, as are those in Ciardi's other volumes. Some are outright jokes with only an overtone of larger meaning, such as "Vodka," which is "upwind from all other essences" because it doesn't stay on the breath, yet "Like poetry, vodka informs any thing with which it is diluted." Joke-like also is "A Missouri Fable," in which a trespasser is shot, learning thereby that if one commits himself to another man's premises he may have to accept his conclusion.

Perhaps the greater number of the poems bear on suburbia directly, sometimes with joy, more often with bitter wonder about how we can learn to live with our prosperity. In "A Fable of Survival" a neighbor has religiously undertaken to dig his own shelter. The poet, whose religion is symbolized by bourbon, picks away at the absurdity and futility of this exercise. But the neighbor's wife begs mercy for her husband:

But *look* at him! He's twenty good pounds younger.
Tough as nails. And, brother, he's got *fervor!*

That's when I understood about survival.

This pathetic need of the fortunate living within commuting distance of madness to see and believe anything, even to hear the glad birdsong while waiting for the train, is one of the book's preoccupations. The final, and most moving, poem of the book, "Letter to a Wrong Child," recommends a trip to Europe, where one may lose oneself in the Babel and misery of the race, as an alternative to suicide for

my martyr, my poor, alas, white protestant middle-class wept goose of this prosperous wrong paved barnyard.

The key terms of the book are mercy and self. It celebrates giving, in spite of all reason and justice and boundaries; national flags the poet would "gladly waive." The self itself needs mercy "for whatever/ you did dark in some Keokuk . . . of the soul." But self and mercy come together mos frequently in bed. Love needs magic in order not to be a "relationship," and the poems work at intimacy, tenderness, and escape from analysis and judgment. On this theme Ciardi is

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sometimes too much like Cummings:

> If he by her and I by you,
> like man and woman, now and then
> find each other softly true—
> what of how, who, why, and when?

In the delightful "English A" the poet tells his love either to be a noun "whose round fact/ I pass unparsed" with "idioms/ beyond construction" or else to get up:

> fasten your suffixes
> and your hyphenations,
> buckle your articles,
>
> spray modifiers
> and moods
> behind your ears
>
> and take the whole
> developed discourse
> of your thighs to
>
> any damned grammarian
> you whatsoever
> wish. Period.

He insists upon mystery with a tough masculinity that protects him from nonsense.

In spite of the emphasis upon the mystery of self, the poems are objective, looking outward:

> Given a picture-window,
> citizen, make sure it looks out onto some
> thing. Which is also to say, out from
> something, preferably, I suggest, a Self.

If the self is sound, there is no need to keep fiddling with it and exploring it. Be like the birds, individual ("Every bird that has been is/ entirely one.") and gladly shout your identity: "Who wouldn't want to be/ that glad, had he the/ energy to be reckless about it?"

The book raises questions that I am sure Ciardi wanted to raise: How about a kind of poetry of hearty honesty and directness, poetry that is just plain good reading, sane, funny, delighting in words, images, patterns, socking out with opinions and ribaldry, with no philosophical pretension and no *Weltschmerz*? Well, it's fresh air, surely, and edifying reading for suburban neighbors. It is a crosswind to current intellectual lanes, it will ruffle a lot of prejudices. The spirit is ancient—that of the classical epigrams. But is it finally enough?

The answer is that no one said it was final or claimed sufficiency. It seems a rather casual book, and it fills a lot of usual but demanding needs.

LITERARY I.Q. ANSWERS

Column Two should read: 3, 5, 8, 6, 7, 1, 4, 2.

Religion & Science

Continued from page 24

terns we can increasingly understand the universe and manipulate it to our enormous benefit. Every scientific experiment is predicated on the premise that this is so.

Second, science has emerged from the stark mechanism and materialism by which so much of its infancy was marked. It is much more inclined now to interpret reality in terms of energy and process than of matter, even speculating at times on whether they may not be identical. In so far as human life is concerned, it recognizes the intimate interrelationship and mutual sway of mind and body over each other. Significant numbers of scientists have at least tentatively voiced the hypothesis that primal energy evolved into matter, then the inorganic into the organic, the unconscious into the conscious, the amoral into the moral, the physical into the extra-physical or spiritual—with each successive stage at least potentially present in its predecessor. This is very close indeed to my understanding of religion.

Third, science has provided the strongest bulwark for a point of view which was adumbrated earlier and to which we must now return, namely, that man in all his aspects and proclivities is an integral part of his universe. He is made of the same stuff as the universe. He could perhaps be perceptively defined as the stuff of the universe become conscious of itself. On the level of the physical, science and religion would agree that this is so. What religion would hasten to add is that no less is true of the extraphysical or spiritual in man. It too must have its counterpart in the larger cosmos.

Thomas Huxley seemed almost to be groping for this very truth a century ago when he wrote: ". . . man, physical, intellectual, and moral, is as much a part of nature, as purely a part of the cosmic process, as the humblest weed."

His grandson, Julian, consummated what the elder Huxley had only implied: "The evolutionary point of view . . . establishes the reassuring fact that our human ethics have their roots deep in the non-human universe, that our moral principles are not just a whistling in the dark, not just the *ipse dixit* of an isolated humanity, but are by the nature of things related to the rest of reality."

Here we come close to the most exciting confluence of religion and science. To my knowledge, no one has expressed it more eloquently or incisively than the Canadian zoologist, Dr. Norman J. Berrill: ". . . our knowledge of the universe through our senses and our knowledge of the universe through our own inward nature shows that it is orderly, moral and beautiful, that it is akin to intelligence, that love and hope belong in it as fully as light itself, and that the power and will of the human mind is but a symptom of reality; that we, when we are most human, most rational, most aware of love and beauty, reflect and represent the spirit of the universe."

This brings us to a question which seems to bother many of my colleagues in the clergy, both Christian and Jewish. Does the foregoing mean that religion is dependent upon science for validation, that we can accept on faith only that which science shows demonstrably to be true? My answer is, of course, in the negative. Here is where our distinction between knowledge and faith comes again into focus. It does not require faith to accept that which has already been proven as fact. Religion will always, must always, go beyond science in postulating hypotheses about life, especially about the spiritual dimensions of life, hypotheses and convictions which science may never be able to prove or disprove.

Science must be depended upon, not necessarily in every instance to validate, but when necessary to veto the assertions of religion when they uphold on faith that which has already been proven impossible in fact. Specifically, science possesses both the right and the duty to deny, with reference to the Biblical account of creation, that this earth with all its precious cargo could possibly have been created in six days or that one pair of fully developed human beings named Adam and Eve ever appeared on our planet at a precise moment of time as the progenitors of the whole human race. Religion, in turn, has both right and duty to proclaim that life developed gradually on the earth—and perhaps elsewhere, too—as an expression of a massive Cosmic Energy or Urge which has been designated through the ages as God. Between religion thus conceived and science thus understood there can be only collaboration, not conflict.

What I am struggling to express here comes close, I suspect, to Erich Fromm's distinction between rational faith and irrational faith. By the latter he means the blind acceptance of any "truth" simply on the authority of some individual or group that has proclaimed it. By the former he means the acceptance of a given doctrine as "true" because my own reason and experience, together with those of any number of authorities, convince me that it is valid.

In this light the obligations and re-

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sponsibilities of both religion and science become clear. Science must guard against the dogmatic assumption that only that which can be demonstrated in a laboratory can be true. Religion must refrain from arrogantly disputing with science its discoveries of fact. Both must understand that absolute knowledge is possessed by neither, that everything we think we know—whether it be religious doctrine or scientific data—has been filtered through finite and fallible human intelligence. No individual, discipline, or sect has a monopoly on such intelligence. All that any of us has a decent right to claim is that he is doing the very best he can, at this moment in history and consistent with his own limitations both of knowledge and of faith, to understand life and to live it more decently.

May I be forgiven a brief word of *ex parte* pleading at this point? Even as science must very properly appeal for religion to keep abreast of man's expanding knowledge, so that it will never claim as true on faith that which has already been discovered to be false in fact, so religion should petition science to remain aware of significant changes within the household of theology. Too often the spokesmen of science act as if nothing had happened to religion since 1800. Instead of setting up straw men in the likeness of medieval faith and exulting over the ease with which they can swiftly be demolished, let science, consistent with its own essential nature, take pains to acquaint itself with the newer voices of religion, voices which have been more than a little responsive to the importunings of science itself.

At this fateful juncture in time, mature religion and mature science can ill afford to continue a quarrel which has long since lost its meaning. It will require the most precious talents of both if either is to survive.

As I wrote in "Man's Best Hope," "Science helps us take our bearings in the journey through evolution. Science and religion together enable us to project the probable future. We see ourselves not as the end-result of evolution but as a way-station en route to something incomparably more wonderful.

"Thus, through science and religion together, we arrive at an understanding of meaning in life. We become aware not only of the present as it has evolved from the past, but also of our human responsibility to the future. Neither science nor religion alone can give us this. Only religion modified by the insights of science and science tempered by devotion to spiritual values can save us or make us worth saving."

Music to My Ears

Continued from page 31

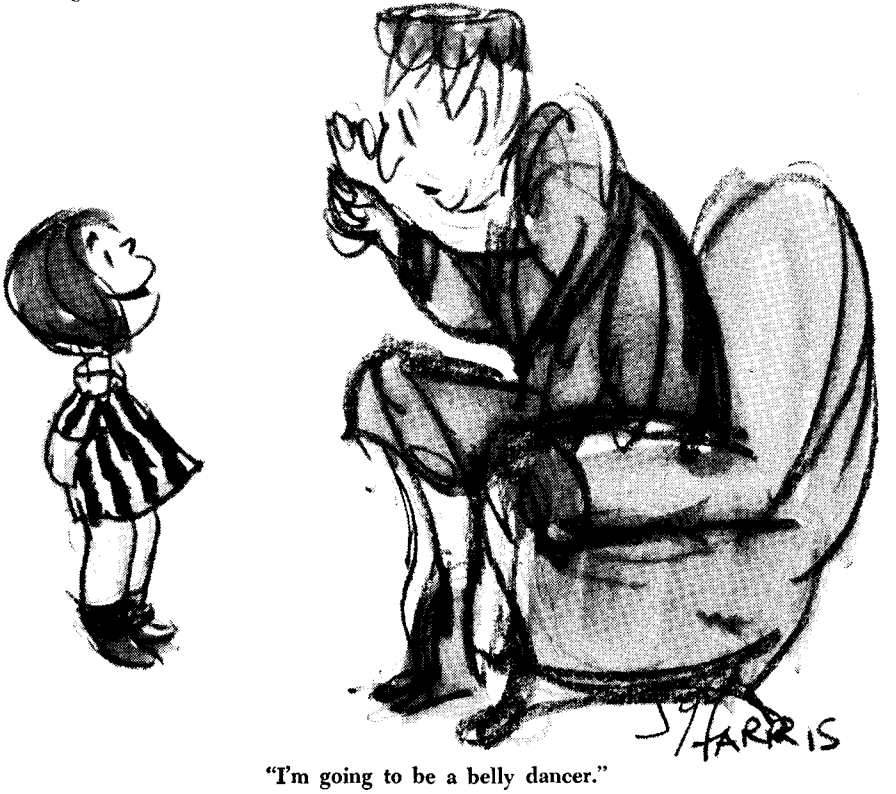
opera conducting as opera conducting should be and too seldom is—today, tomorrow, or yesterday.

In some other context, the designs of Eugene Berman and the direction of Herbert Graf might too have passed for "good enough." But it was in part the bright light turned on Verdi's musical values that rendered the visual aspects of this "Otello" most sincerely second-rate. "Don Giovanni" is, of course, the best testament to Berman's great skill as a theatrical designer, but those who expect something comparable in "Otello" should be warned—it isn't. There are some family resemblances, such as the architectural frame and interior stage that are utilized in most of the scenes, a festive touch in some of the costuming. But little about the production really conveyed Cyprus, or any other semitropical locale; the first scene was boxed-in in a way that made the action confused, especially the part of it concerned with the principals in the drama, and the provisions thereafter for the plot complications demanded by Shakespeare were mostly awkward. Graf's direction of the principals was skilfully devised, but the crowds tended to be less parts of a drama than just another operatic chorus. As long, however, as Solti's musical direction resists the built-in factors of decay in the Metropolitan's rapidly revolving repertory, this is the kind of Verdi that opera lovers hear in dreams, but rarely otherwise.

George Szell's season-within-a-season at the Philharmonic progressed with another all-Beethoven program in which Rudolf Firkusny was soloist in the C minor Concerto. In his numerous years of activity here, Firkusny has won reputation for many admirable qualities. Among these are musicality, a certain unrelaxing standard of pianistic execution, conscientious artistry; but not, in my ready recollection at least, for the kind of interpretive drive and architectural sense he demonstrated this time. Szell has a big sense of values for this work, and Firkusny, like a sound competitor in any line of endeavor, responded with a passionately straightforward first movement, a warmly lyrical second, and a finale that was all high spirits. The orchestra execution here and in the "Prometheus" overture which preceded and the "Eroica" which followed was of the previous week's order of excellence.

Major music-making of the week otherwise included a Carnegie Hall performance of Brahms's "German Requiem" in which the participants under Alfred Wallenstein's direction were the Symphony of the Air, Rutgers Univeristy Choir, soprano Teresa Stich-Randall, and baritone Hermann Prey. The quality of discipline Wallenstein attained was high by the standard of such impromptu combinations, though some of his tempos struck me as inordinately slow. Miss Stich-Randal met her expectable standard in such music, but Prey disfigured his normally beautiful light sound in a losing effort to produce the weight required for "Herr, lehre doch mich."

—Irving Kolodin.



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TEACHER, librarian, medical researcher, seeks interesting work, travel, July-August. Box B-748.

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ADULTS ONLY: A Love Affair With The Piano. Master Lessons, taught through correspondence, by artist teacher. Cameo Studio, 25 Cameo Road, Levittown, Pennsylvania.

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PERSONALS

LATEST MODEL MAICO hearng aid, guaranteed. Reasonably priced. Box B-855.

FRENCH LESSONS by qualified native French lady. TYrone 3-5581 or MElrose 5-2706 NYC.

IS THERE A RETIRED COUPLE (young in heart), to enjoy the continuous adventure of life on a secluded ranch 100 miles south of Los Angeles? Have extra 3 bedroom rustic home to give in exchange for few hours weekly ranch puttering. Basic requirements: sense of humor, love of outdoors and animals, good health, pension or other income for necessities, an absorbing hobby or intellectual interest. Write, give all details. Box B-847.

YOUNG MAN, ex-teacher, creative, summer/permanent employment. 110 Luella, Charleroi, Pennsylvania.

MALE PRE-LAW government major, 20, seeks interesting summer employment anywhere. Box B-832.

JEFFERSONIANS! Write your Alumni Association, Brooklyn 7, N.Y., for information about 1963 Reunion.

AMERICAN TEACHER motoring Italy mid-April seeks gentleman share expenses and/or return first week June. Write John Brignola. 32 Murrayfield Avenue, Edinburgh 12, Scotland.

FRENCH, EXPERIENCED, RESOURCEFUL, will execute your typing, translating, research and personal secretarial assignments at my home. Box B-836.

POCKET-SIZE HI-FI SALESMAN . . . No Lilliputian fantasy. It's a free, complete guide to shopping for Hi-Fi Stereo components by mail. Two parts: a bulletin describing very special specials in new and used audio equipment, and the colorful 12 page "Trader's Handbook" explaining our unique trade-by-mail system. No one allows more in trade. Small wonder we're the country's largest audio traders. You needn't write for these helpful free booklets today. Do it when it's convenient. Audio Exchange, Dept. S-9, 153-21 Hillside Avenue, Jamaica, N.Y.

MUSIC ROLLS for player pianos. Will send list; buy, sell, or trade clean used rolls. Pan-Audio, 19370-B Wyoming, Detroit 21, Michigan.

LEHIGH UNIVERSITY senior (English-Physics) desires interesting summer work. Box B-830.

JAPAN EDUCATIONAL MATERIALS. Materials especially selected by the JAPAN SOCIETY that are not generally or otherwise economically available. Including a Packet For Teachers at $2.00 postpaid: Write to Ambassador of Asia, Inc., P.O. Box 33, Gracie Station, New York City 28.

SECOND YEAR medical student, male, seeking exciting summer position, anything, anywhere; interested in travel. Box B-806.

"PROPERTY VALUES AND RACE," a film report on the relationsnip of racial change to property values. 24 minutes, 16 mm, black and white, sound. Purchase includes 1,000 summaries for viewers. Full information: Council For Civic Unity, 437 Market Street, San Francisco 5, California.

TRANSLATOR-WRITER available. B.S. in Physics. Extensive science writing, translating Russian, German, French. Two books published. Box B-853.

YOUR FAMILY TREE beautifully hand embroidered on handwoven cloth. $30. Roseann Miller, Erongaricuaro, Michoacan, Mexico.

FRENCH LADY, educated, excellent English, seeks good home exchange light services. Box B-825.

WILL CREED LONG, author of "Sword of II Grande." or anyone knowing of his whereabouts please contact his publisher at Box B-804.

TIRED OF ill-fitting dress shirts? Look your best, wear made to your measurements white shirts. $9.95. Free information, P.B. 5347, Dept. S-1, Eugene, Oregon.

HUSBAND-WIFE TEACHING TEAM. M.A.'s. 32, 28. Seek summer teaching. English, art, but versatile. Top references. Box B-834.

A HOME, foothills White Mountains. May to October, in return for housekeeping for elderly gentleman. Floyd Voris, 130 Eleventh, S.E., Washington 3, D.C.

ESTABLISHED, FINANCED, NON-FICTION AUTHOR needs three months, maybe more, research assistance, Washington, D.C. Interested more in self-starting ability, intelligence, energy and humor than sex, age or color. Work, type at Congressional Library and author's home. Send resume and snapshot, Box B-842.

TEACHER-RESEARCHER, composer, Master of Ed., 1963, former clergyman, desires to research music methods in a progressive atmosphere. Can teach variety of subjects, sports. Box B-850.

PERSONALS

HOW, WHERE, WHEN, was color-slide made? Our pocket diary allows listing such data as you shoot—provides reference, improves technique. Will rush 2 for $1.00 postpaid, refundable. Pan-Audio, 193[illegible] Wyoming, Detroit 21, Michigan.

BRUSH-UP YOUR FRENCH before going abroad. Call Mme. Paul, ALgonquin 4-2000 NYC.

DO YOU NEED a man in late thirties: articulate, imaginative and engaging? Advanced degree in humanities; experience as IBM salesman; also philanthropic leadership (both professionally and as board member). Desire foundation or other humanitarian employment. Box B-823.

EMPLOYMENT OPPORTUNITIES

SUMMER TRAVEL—leaders for student groups—knowledge Western Europe, experience with teenagers, languages, drive car, over 25. Available New York interviews. orientation. Box B-798.

WRITER: Excellent opportunity for writers who can organize, and prepare for publication, bulletins and manuals describing computer programs in clear, concise form.
WRITER-ANALYST: Excellent opportunity for writers who can analyze and document in manual form a programing system. This includes research of existing documentation to prepare flow charts, tables, and text so that technical personnel can understand this programing system.
REQUIREMENT—MINIMUM of one year's experience in similar or related fields. Location is near the New York Metropolitan area. This is an Equal Opportunity Employer. Please write, outlining your qualifications, to: Box B-800.

PROFESSIONAL POSITIONS in Social Service, Community Organizations, Fund Raising and Public Relations. Established in 1926. Gertrude R. Stein Agency, 64 West 48th Street, NYC 36.

WANTED: Secretary aide (Man Friday) to gentleman. Single man about 45. Minimum secretarial duties. Some travel—winters in Florida. Must really enjoy quiet and refined living and appreciate permanency and security. Send resume, telephone and recent snapshots to Box B-776.

TEACHERS WITH editorial background. Prominent New York City book publisher has several openings for editors with teaching experience on the elementary or high school levels. These positions require highly creative people, well versed in editorial skills and knowledgeable in their area of specialization, who are desirous of growing into responsible career opportunities. If you feel qualified for an editorial career, please write full details of your education, experience and salary requirements to: Box B-838.

RECENT COLLEGE GRADUATE GIRL—interesting work with architects. On job training. Apply in person. Architects and Engineers Service, 10 Rockefeller Plaza, NYC.

GEOGRAPHY EDITOR. Skilled in editorial techniques with good background in social studies and rewrite ability. Teaching experience preferred. Opportunity for a fine career with major New York City publisher. Send resume including salary requirements. Box B-840.

TALENTED TEACHER wanted for talented first-graders. M.A., French-speaking. Private school. Chicago suburb. $8,000. Reply immediately. Box B-820.

COUNSELORS 19+: For Bro-Sis Camps in New York State. Male and female. General and all specialties. Camp Chipinaw, 277 Broadway, NYC 7, N.Y. COrtlandt 7-6353.

ELEMENTARY ENGLISH textbook editor. Opportunity for a fine career. Supervise editing of elementary language arts and textbooks. Plan new books and work with authors and artists. Solid editorial experience required. Prefer elementary school teaching background. Major New York City publisher. Send resume including salary requirements. Box B-852.

CALIFORNIA JOBS! Tell us field you want; we'll mail listings postpaid. Send $2 to California Employment Directory, 582 Market, San Francisco 4.

EXECUTIVE RECRUITERS are seeking management professional talent. "The Facts About Executive Recruiting" tells how to use their services. It's free with purchase of "Current Directory of Executive Recruiters" listing 234 firms nationwide. Revised monthly. $1.00 postpaid; money-back guarantee. Manford Ettinger, Management Consultant, Box 495-R, Springfield, Missouri.

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HOUSES AVAILABLE

For Sale

ROCKLAND COUNTY, N.Y. 1776 era. Pre-Revolutionary stone farmhouse, 4 fireplaces, 5 bedrooms, 2 b. \$33,900. Freda Buchanan, Realtor. 914-EL 8-1025.

VERMONT COUNTRY PLACES. Lake, Shore or Mountain. Your choice is our guide. A time of isolation will save your precious hide. Ray Holway, Realtor, Rutland.

ALMOST FINISHED 3 bedroom house, divine beach, primitive British island. \$22,000. Box B-821.

CENTRAL VERMONT—Seasonal homes, farms, acreage. Free list. W. S. Gilman, Broker, Chelsea, Vermont.

MEXICO—Spanish Colonial architect's restoration. Town water, completely modern. In beautiful Hacienda community outskirts of Guanajuato. Price \$11,300. Box B-744.

QUIET, BEAUTY, PEACE. Low, low taxes. Virginia mountains, on Shenandoah River. Unique home of hand-hewn logs. 4 bedrooms, 2 baths. Furnace. Spectacular view. Also guest house. Swimming, hunting, fishing. Owner sacrificing for \$26,000—well below cost—for personal reasons. Write for details, photos, Box B-860.

HUNTERDON HILLS, N.J. 18th century stone house, 5 acres, ponds, brooks, springs. 4 bedrooms, 2 baths, corner fireplaces. Recently modernized. Magnificent location. \$50,000. Box B-851.

For Rent—Furnished

2 HOURS FROM NYC—Weekend and vacation cabin. Living room, fieldstone fireplace, 3 bedrooms, electric kitchen. Simply furnished. On private lake in 220 wooded Connecticut acres. Swimming, bass fishing, boat. \$1.000 annually. Call WHite Plains 6-9382.

HERTFORDSHIRE, ENGLAND. 45 minutes London, 60 Bodleian, 80 Cambridge. Fully furnished house, 3 bedrooms, 2 reception rooms, American kitchen, central gas heating, garden backing woodland. \$180 monthly including taxes. Available September 1963 for one year or longer. Box B-861.

For Summer Rental

ROWAYTON, CONNECTICUT. Summer season. 4 bedrooms, 2 baths, screened porch, large fenced yard, washer, dryer, dishwasher. One mile or less to beach, tennis, boats, stores, New York commuting. Rub shoulders with actors, writers, artists. Take care of the cat and you've got bargain. Box B-845.

EASTHAMPTON, L.I., COTTAGES near water. Sleep three. Season, \$385. Weeknites PLaza 1-3482 NYC.

TRURO, MASSACHUSETTS—Artist's home. April-May; mid-June—mid-August. Box B-779.

BEAUTY AND SECLUSION. Fully equipped housekeeping cottage, Rogers Rock Club, on Lake George, near Ticonderoga. Eighty landscaped acres. Tennis, ideal swimming. Children welcome. Golf nearby. Box B-741.

FINE, LARGE FRENCH country house, Loire Valley, available spring through September. Reasonable. Other fine properties in choice European locations. Box B-538.

5 ROOM APARTMENT in Berkshires. Modern but charming electric home—fireplace, acreage. Tanglewood, Jacobs Pillow nearby. Also large room available; share bathroom and kitchen. Box B-857.

CENTRAL MAINE, Sebec Lake, cottage sleeps four. Quiet colony. July, August. Swimming, boating, fishing. \$60 per week. Box B-822.

CAPE MAY, N.J. Large, quiet, comfortably furnished house. \$700 season. Box B-807.

BERKSHIRE HILLTOP—living room, bedroom, den, family size kitchen. Theatres, concerts, swimming, golf. May-October. \$300. Box B-818.

HOUSES FOR EXCHANGE

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write Box 555, Grants, New Mexico.

EXCHANGE your home occupancy for similar accomodations located elsewhere. Investigated, reputable lists. All locations. Vacation Home Exchange, 125 Street, Lake Oswego, Oregon. Licensed.

VACATION Trad-A-Home Bureau. Accommodations are arranged between responsible people. Write Box 3323, San Bernardino, California.

EXCITING VACATIONS without cost. Exchange homes, apartments, rentals for your vacation or sabbatical. Home Exchange Directory Service, P.O. Box 576, Campbell, California.

HOUSE WANTED

For Summer Rental

CAPE COD, western part. Desire 4 bedroom furnished house with modern facilities, near water. Box B-781.

APARTMENT FOR RENT

Furnished

TURTLE BAY, 48th Street near U.N. Tastefully furnished, fully equipped 1½ rooms. May 15th to August 30th. Air-conditioned. References. \$200 month including utilities. ELdorado 5-2979 NYC . . . 5 to 7 P.M.

APARTMENT AVAILABLE

For Summer Rental

ON PRIVATELY OWNED POINT extending into Casco Bay, Maine, completely furnished garage apartment, pine-paneled large living room, kitchenette, bedroom, bath. Box B-848.

APARTMENT WANTED

UNFURNISHED 5 or 6 rooms, 2 baths, between 64th and 79th Streets on Fifth Avenue, NYC, with park view, from October 1st. Rental or sublet preferred but will consider co-op. Best references. Box B-805.

OFFICE SPACE AVAILABLE

PRESTIGE OFFICE SPACE—667 Madison Avenue, penthouse floor, 2,200 sq. ft., terraces, completely modern, fully air-conditioned, newly installed elevators. For immediate possession. Arthur C. Karlin Co., Inc., 667 Madison Avenue, NYC, PLaza 3-6977.

PROPERTY FOR SALE

GRACIOUS LIVING—Log cabin, like new equipment, garage. South Pond, Brookfield, Massachusetts. Three hours from New York. Sacrifice-illness. Box B-584.

TROPICAL ISLAND for sale, 1½ miles off coast Grenada, W.I., 4 beautiful acres with large 3 bedroom house, completely furnished. Details: Box 146, Grenada, West Indies.

NEW YORK. 4 acres, Elizaville (Columbia County), Thruway exit Jackson Corners. \$3,000. Box B-825.

VERMONT PROPERTY of all kinds. Free catalogue. Eben Brown, Broker, South Royalton, Vermont.

CAMPS

BROWN LEDGE—Mallett's Bay, Vermont. "One of America's finest camps." Girls 10-18. Free daily riding for all. Finest show horses, mounted lance drill, trail riding, jumping. Sailing, racing tactics; water skiing, drama, swimming, tennis, golf, archery, riflery, crafts, trips. No extras! "The Complete and Different Camp." For booklet, state age and write to winter office: Mrs. H. E. Brown, 81 Tilden Road, Box C, Scituate, Massachusetts.

NEW HORIZON at Southampton, N.Y. A Children's Democracy. All activities. Brochure. 9 East 67th Street, NYC 21. TRafalgar 9-5221.

TEENAGERS. Significant work experience. Recreational, arts program, community living responsibilities. Renowned teenage historic restoration. SHAKER VILLAGE, Box 1149-P, Pittsfield, Massachusetts.

CAMP LEXINGTON: Coed, in legendary Rip Van Winkle country. Land/water sports, riding, performing/fine arts, natural sciences, photography, tutoring. Write, phone: Evelyn or Hi Weisberg, 82-19 Grenfell Street, Kew Gardens, N.Y., HIckory 1-3030.

HOLIDAY SCHOOLS ABROAD—International six-week coed school-camp summer program. See ad under "TRAVEL."

"YES, JACK, there is a rugged camp: Saltash Mountain Camp on a wilderness lake in Vermont." No bells, no "classes." Primitive camping for 40 boys in search of real challenge. Axmanship, construction, forestry, natural science, canoe trips. Kenneth S. Webb, Woodstock, Vermont.

CAMP CHOCONUT. Stressing self-reliance for boys from 9-16. Small group. Summer of constructive fun. Campcraft, trips, natural science, work projects, farm animals, sports. Private lake. 800 acres in northeast Pennsylvania, 17 miles south of Binghamton, N.Y. Booklet. S. Hamill Horne, Box 443-R, Bryn Mawr, Pennsylvania.

CAMPS

TENNIS (CAMP) ANYONE? Two camps, ideally situated, specializing in tennis. BERMUDA—Half-day tennis under guidance of Welby Van Horn, half-day sailing. Skin-diving instruction and trips available. Two five-week summer sessions. Limited to thirty. Chase Tennis Camp (Bermuda), Cheyney, Pennsylvania. WESTTOWN, PENNSYLVANIA—Four hours daily instruction and supervised practice. Nineteen tennis courts, tournament competition, school campus, reading course, musical theatre. July and August sessions. Both camps coeducational, ages 10-16. Chase Tennis Center, Westtown, Pennsylvania.

CUTLER READING CAMP at Craftsbury Common, Vermont. Seven weeks of intensified instruction—remedial, corrective, developmental, and advanced reading. Complete recreational activities program. Boys 10-18. Limited enrollment. Institute for Reading and Study Skills, 75 Prospect Street, Huntington, N.Y.

A CAMP OF NOTE: All instruments, Voice, Concerts, Recitals, Trips, Swimming, Sports. Accredited Music Teachers and Counselors. Empire State Music Camp, Hurleyville, N.Y., Joseph LaRuffa, Music Director.

FARRAGUT NAVAL CAMPS. Summer of adventure: boys 9-16 inclusive. Trips: 63-ft. flagship, 42 land, water activities. Approved summer school. Catalogue. Farragut Camps, Box SRC, Toms River, New Jersey.

THE FRENCH CAMP at Peter Pan Farm. Voluntary French lessons by Frenchman. Voluntary farm chores. Elaborate Arts-Crafts department, Music, Drama. Horseback riding, filtered swimming pool, tennis court, sports. International staff—campers. Coed, ages 5-16. Relaxed, non-competitive family atmosphere. Aart & Johanna Vos. Phone: Woodstock, N.Y. OReole 9-6936.

MAINE SAILING SCHOOL—summer camp. Coed, ages 11-17. On Penobscot Bay. Roy and Emily Hilburn, Box 174, Lakeport, California.

VENI, VIDI: My boy (girl) will be in an "ideal" camp. Now is the time to write, visit. Appel Farm Art & Music Center, Elmer 2, New Jersey.

CAMP RIVERDALE founded 1912 in Adirondack wilderness; running room for boys, 7-17; ½ mile lakefront (no roads, no neighbors!); reached by water. Sports and water skiing, crafts, canoe and mountain trips. Tutoring available. Good food, library and fellowship. Mature staff, modern facilities. Director: Hackett, Box 203, Farmingdale, L.I., N.Y.

STONEGATE MUSIC & ARTS CAMP on Long Lake, N.Y. Coed. Specialties include theatre, dance. Full sports. NYC office: 342 Madison Avenue. TN 7-6690.

FARRINGTON: 33rd Year; unique combination full camping program, skilled, relaxed atmosphere. Limited to 75 boys and girls 6-14. Ethel Borodkin, 84 Herrick, Teaneck, N.J.

BEAUPRE. Creative arts: dance, drama, art, chorus. Professional faculty. Country estate, Stockbridge, Massachusetts. Own theatre. Pool, sports. Eight weeks. Seventy girls 9-17. Mrs. Stanley C. North, 2 Maher Avenue, Greenwich, Connecticut.

RUGGED MOUNTAINEERING, SKIING, SURVIVAL, unique Aspen environment, boys 12-16, separate girls'. Ashcrofters, Aspen, Colorado.

SCIENCE & ARTS, CAMP MINNOWBROOK, Lake Placid, N.Y. 'The modern concept in Camping' • Since 1949. Science • Electronics • Astronomy • Music • Dance • Drama • Art • • All Land and Water Sports. 202 Riverside Drive, NYC 25, MOnument 3-4808.

INDIAN HILL — Stockbridge, Massachusetts. Junior and Senior High School, Boys-Girls. All sports; Music, Theatre, Art, Dance. Olympic size swimming pool. Inquire about "Indian Hill Abroad." Mordecai Bauman, Director, 49 West 12th Street, NYC. CHelsea 2-2280.

SUMMERLANE—An American Summerhill. Room 811, 225 Lafayette, New York 12.

APPRENTICESHIP IN RECREATION LEADERSHIP for 20 boys and girls of high-school age, at Winooski, a Goddard College summer program combining instruction in crafts, sports, and games with responsibility for Vermont village children's recreational activities. Adult staff includes working craftsmen and resident counselors. Headquarters on Goddard College campus. June 29th to August 23rd. Folder: write Evalyn Bates, Goddard College, Plainfield, Vermont.

IF YOU ARE LOOKING for a vital group experience for a thoughtful boy or girl, 10-17, the literature from THE ROCK might interest you. RFD, Williamsburg, Massachusetts.

(Continued on page 84)

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(Continued from page 83)

VACATIONS

HAWLEY MANOR INN. Comfortable country living. Completely modernized. Newtown, Connecticut.

CUERNAVACA for a restful holiday. Best Viennese cuisine—12 acres beautiful gardens—swimming pool—horseback riding—all diets catered to—personal attntion. MILLER'S "EL BUEN RETIRO," Apartado 430, Cuernavaca, Mexico.

TENNIS: 4 Clay Courts. Sun-drenched Florida Keys. write: Hawthorne Bissell, Islamorada, Florida Keys.

OGUNQUIT—Famous summer vacation center. Finest beach on coast. Majestic cliffs. Artists' colony, summer theatre, deep sea fishing, golf, movies. Hotels, guest houses, motels, restaurants, tea rooms. *Reserve NOW for cottage rentals by the season.* For information write Information Bureau, Ogunquit 15, Maine.

THE MANOR in Asheville, North Carolina, welcomes creative people. Pleasing rates, beautiful surroundings.

EXCEPTIONAL MEALS at one of New England's foremost resort hotels. Swimming pool, private beach, on beautiful Ogunquit headland. Opens June 24th. Color folder. The *LOOKOUT, Ogunquit 2, Maine.*

WESTTOWN FARM HOUSE, Westtown, Pennsylvania. A true Country Inn serving the best in food since 1850. Guest rooms by day, week or month. Rural *atmosphere with cultural environment.* Commuting distance Philadelphia and Wilmington. Children invited.

DEER HILL INN, Chester, Vermont. One of the better places. (Ask!)

HOTEL PLAYA MAZATLAN, directly on beautiful tropical beach. Excellent International cuisine, best in Mexico. $16.80 double occupancy, A.P. Mazatlan, Sinaloa, Mexico.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

LA ORILLA, Islamorada, Florida Keys. Villas for lazy living. Quiet, tropical Paradise. Day-Week-Month.

FARMS AND HOTELS for adults and families, near New York. *Call LOrraine 8-0700 NYC.*

SKI TAOS, New Mexico. Finest powder slopes in the Rockies, chairlifts, 3 pomalifts, 2055' vertical drop, never a waiting line. Three charming lodges right *on the slopes.* Write Wendy Blake, Box 856, Taos, N.M.

PICTURE-BOOK VILLAGE off beaten path. Relaxing historic Inn. Small-town events. Pool, 5 acres grounds, brook. Folder. The Tavern, Grafton, Vermont.

IN FT. LAUDERDALE, take FRENCH LEAVE. Efficiencies, bedroom apartments, TV, Pool, Public beach. FREE Color Brochure. Write: FRENCH LEAVE, 4228 Ocean Drive, Ft. Lauderdale, Florida.

WENTWORTH WORKSHOP—paint and vacation in New Hampshire. Brochure. Box B-576.

CRUISE ABOARD YOUR OWN YACHT. Now is the time *to book for the spring and summer months* GREEK ISLANDS or the CARIBBEAN WINDWARD & LEEWARD ISLANDS. Weather cool and calm, comfortable craft, congenial Captains, cordial crews, conservative costs. Cable or correspond (Airmail). V.E.B. Nicholson & Sons (Antigua) Ltd., P.O. Box 103, Antigua, West Indies.

GREEN SHADOWS INN, Old Lyme, Connecticut, reopens March 30th—for 34th season. Country living.

DENNIS, CAPE COD—beautiful waterfront estate, with 8 bedrooms (one with fireplace), 3 baths, living room, TV room, dining room, kitchen. Magnificent view, boating—near Cape Playhouse, Hyannis, Bass River Golf Course. Available June 1st-October 1st. *Monthly* $1,250, *weekly* $320. *Will agree to sharing* by two or more families. Reserve now. Box 364, Sharon, Massachusetts.

LOS PINOS RANCH in the glorious pine scented mountains of Northern New Mexico. Accommodates 14 in a relaxing atmosphere, May-October. Magnificent riding country. Fishing. Write: (winter address) *1438 Santa Cruz, Santa Fe, New Mexico.*

PISGAH INN on Blue Ridge Parkway at Mt. Pisgah. Small, rustic, delicious food, open fires, trails. Box 375ASR, Route 2, Canton, N.C.

RIDE, CAMP in High Sierras. Fish, hunt, study geology. Skilled guide who knows minerals, too. Ralph Walton, North Fork, California.

GULF *TIDES* BEACH APARTMENTS, Longboat Key, Florida. Restful. Reasonable rates.

VACATIONS

THE ARTS COME TO LIFE summers on the Goddard College campus. Vacation home for amateur chamber *musicians, painters, crafts workers,* offers low-pressure life, professional staff to work with and learn from. Green Mountain scenery, weekly concerts. Special opportunity for recorder players, including American Recorder Society Summer School, July 7th to 20th. Stay one week or all summer, June 30th to August 25th. Bulletin: Music and Art Center, Goddard College, Plainfield, Vermont.

ESCAPE THE BLAST AREA—Enjoy a leisurely vacation in this historic Inn. Fine food a tradition. Martha Washington Inn, Winthrop, Maine. Box 114, Chelsea, Massachusetts.

ROOM AND MEALS $30 weekly. Roseann Miller, Erongaricuaro, Michoacan, Mexico.

TRAVEL

SCANDINAVIA. Conducted tours, seeing Denmark, Fairytale Land, Sweden, Dalecarlia, Norway, and fjord cruise. 22 days. Free colorful folder. Write Maupintour, Folder SDS, 400 Madison Avenue, New York 17.

HENRY HUDSON HOTEL, 353 West 57th Street, NYC. *Single rooms, private bath.* $26 *per week.* Bus, subway at corner. Swimming pool. COlumbus 5-6100.

EXPEDITION—'ROUND THE WORLD' BEING FORMED. Famed 190' Schooner "YANKEE CLIPPER" embarks *January '64 on 12 month voyage to Galapogos, Pitcairn,* Tahiti, Orient, the World. Applications now being accepted for congenial shipmates to share adventure and expenses (about $12 per day). Write Capt. Mike Burke, P.O. Box 1051, Dept. 23-R Miami Beach 39, Florida.

SAVE MONEY ON YOUR NEXT TRIP to New York. *New York is inexpensive if you don't insist on running* with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath; free swimming pool; family rates. Write to M. L. Walter, Hotel Paris, New York 25.

YOUTH TRAVELS TO MEXICO, ages 14-18. Study conversational Spanish, enjoy fiestas, native dances, bullfights, picturesque villages, active sports. Unhurried travel. Conducted personally by directors: Dr. Alex Lazes — Dr. Fred Guggenheim, 47 Stephan Marc Lane, New Hyde Park, N.Y. 516-FL-2-7908.

STUDENT TRAVEL STUDENTS CAN AFFORD. 35 exciting itineraries, 35-60 land days, from $660 (including transportation). U.S. National Student Association, Dept. SR, 20 West 38th Street, New York 18.

PUTNEY SCHOOL *is sponsoring three study trips:* Japan, Mexico and Sweden-Russia for high school students. Write Putney Study Travel, Putney School, Putney, Vermont.

COMPREHENSIVE EUROPEAN SUMMER TOUR, personally conducted, $878. Flying charter? Join us in Europe! Prof. Berg. St. Mary's College, California.

FREIGHTER TRAVEL. Ford's Freighter Travel Guidebook gives complete information on hundreds of lower cost trips you can take on passenger carrying freighters from U.S. and Canadian seaports to all *parts of the world. New 20th edition shows where* they go, how long they take, what they cost, gives addresses of Steamship Lines, everything needed for planning vacation travel. 112 pages fully illustrated, price $2.50 postpaid. (No C.O.D.s). Ford's Freighter Travel Guidebook, Dept. 19, 2031 Glendon Avenue, Los Angeles 25, California.

GREENWICH VILLAGE, U.S.A. *Stay at the Hotel Albert,* East 10th Street and University Place, NYC. Kitchenettes available. Moderate rates. Call ORegon 7-0100.

SORRY! No marathon here, even with pack burros in the Snowmass Wilderness. Box 446, Aspen, Colorado.

HOLIDAY SCHOOLS ABROAD—unique, international six-week school-camp summer programs. Coed, 14-18. *Switzerland, Israel, England*—$895. *Write/phone:* Ruth Faine, Holiday Schools Abroad, Room 3100, 11 West 42nd, NYC 36, OXford 5-1360.

THE TRAPPINGS ARE NEW but the rates are tradi*tional at the Tudor Hotel in New York City.* Comfortable accommodations, all with private bath. Weekly and monthly rates on request. Convenient to all transportation, restaurants, churches, shops, art, theatres, etc. Located in fashionable Tudor City, adjacent to United Nations. Write Mr. Earl R. Powers, Manager, Tudor Hotel, 304 East 42nd Street or phone 212-YU 6-8800.

WEEKEND AT A BRITISH INN. For suggested itineraries write: Boswell & Johnson Travel Service, 119 Oxford Street, London W 1.

PALESTINE, EGYPT, EUROPE. Brochure: Dr. Panzer, First Methodist, Sacramento, California.

TRAVEL

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By Doris Nash Wortman

DEFINITIONS	WORDS
A. Amer. actor of great distinction, born in England 1889.	123 168 175 6 173
B. Safety zone for pedestrians in England.	172 130 72 45 35
C. Mechanical device for hurling a missile, from the slingshot to stone-and-spear-throwing engine of the ancients.	10 8 152 38 55 103 25 87
D. Most important channel in Ganges Delta.	1 150 177 91 140 73 19
E. English organist and composer who had been a pupil of Mozart (1765-1838).	95 111 58 146 160 49 165
F. Food controller in England, in Lloyd George's cabinet World War I (1856-1918).	99 112 11 164 33 127 59
G. Enslavement by certain ants who rear the larvae of other species with this end in view.	170 151 104 98 161 41 54
H. Give in marriage, esp. with reference to suitability of the parties.	4 24 148 78 92
I. Titular character in one of our most popular fairy tales.	139 147 51 17 64 69 28 61 114 76
J. Moral as well as aesthetic beauty.	26 31 67 141 12
K. Stresses.	68 36 167 88 138 46 110 94
L. Indians now extinct, formerly in SE Virginia.	121 79 23 135 107 7 5 74
Less than admirable or pleasing (3 wds.; Dict. of Amer. Slang).	169 50 116 9 102 29 83 93

DEFINITIONS	WORDS
N. As (something) is performed, said, understood, etc. (2 wds.).	120 81 119 85 71 142
O. To the architect, the body of a column, or a vertical passage through the floors of a building.	15 27 118 171 176
P. Any violent physical struggle for victory (2 wds.).	125 115 156 109 117 179
Q. First two words of Clarence Urmy's poem *The Things That Count.*	157 2 20 133 149 163 131
R. Colloquialism characterizing the courage due to intoxicants.	77 90 43 101 136
S. Serpent which Apollo slew in the caves of Parnassus.	63 124 108 44 89 80
T. Place "where thou and I this night maun gae" in Thomas the Rhymer's ballad (*Oxford Book of Ballads*).	62 3 13 84 47 128 105
U. Certain Scottish political divisions, of three kinds: royal, parliamentary, police.	18 166 52 158 75 40
V. English name for Praesepe, star cluster in the constellation Cancer.	60 144 30 21 96 155 70
W. Rossini's opera on Word I, without the Word Y element (2 Ital. wds.).	39 113 57 16 42 137 145 86 126 174 65 97 34
X. Favorable elevation at which to hang a painting, map, etc. (2 wds.).	22 132 37 153 56 134 122 143 162
Y. See Word W.	100 178 66 53 32 106 129 159 14 82 154 48

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings of definitions is Webster's New International Dictionary, Second Edition.

	1 D	2 Q	3 T	4 H	5 L	6 A		7 L	8 C	9 M		10 C	11 F	12 J	13 T	14 Y
15 O	16 W	17 I		18 U	19 D		20 Q	21 V	22 X		23 L	24 H	25 C	26 J		27 O
28 I		29 M	30 V	31 J	32 Y	33 F		34 W	35 B		36 K	37 X	38 C	39 W	40 U	
41 G	42 W		43 R	44 S	45 B		46 K	47 T	48 Y	49 E	50 M	51 I		52 U	53 Y	54 G
55 C	56 X	57 W	58 E	59 F	60 V	61 I	62 T		63 S	64 I	65 W	66 Y	67 J	68 K		69 I
70 V	71 N	72 B	73 D	74 L		75 U	76 I	77 R		78 H	79 L	80 S	81 N	82 Y	83 M	84 T
	85 N	86 W		87 C	88 K	89 S	90 R	91 D	92 H	93 M		94 K	95 E	96 V	97 W	98 G
99 F	100 Y		101 R	102 M	103 C	104 G	105 T		106 Y	107 L	108 S		109 P	110 K	111 E	
112 F	113 W	114 I	115 P		116 M	117 P	118 O	119 N		120 N	121 L	122 X	123 A	124 S		125 P
126 W	127 F		128 T	129 Y	130 B	131 Q	132 X		133 Q	134 X	135 L	136 R		137 W	138 K	139 I
140 D		141 J	142 N	143 X	144 V	145 W		146 E	147 I	148 H	149 Q	150 D	151 G	152 C		153 X
154 Y	155 V	156 P	157 Q	158 U		159 Y	160 E		161 G	162 X	163 Q	164 F	165 E		166 U	167 K
	168 A	169 M	170 G		171 O	172 B	173 A	174 W		175 A	176 O		177 D	178 Y	179 P	

Solution of last week's Double-Crostic will be found on page 16 of this issue.

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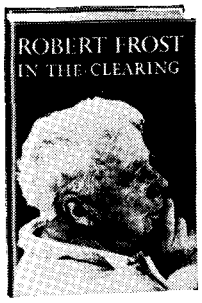

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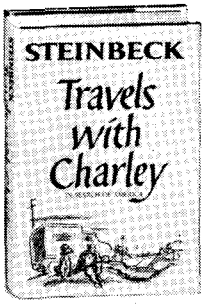

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